

October, 1956

# The American School Board Journal



A PERIODICAL OF  
SCHOOL ADMINISTRATION

*In This Issue:*

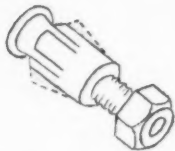
**The Evaluation of Teaching—Vander Werf**

**Foreign Languages in the Grades—Mildenberger**

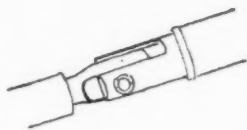
**Successful School Desegregation—Gray**

**The Newton High School**

## WHY SCHIEBER FOLDING TABLES & BENCHES ARE THE OVERWHELMING FAVORITES OF SCHOOL ADMINISTRATORS & ARCHITECTS



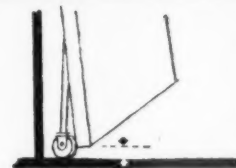
Schieber uses 800 lbs. pull test anchors, not screws, for securing tops to understructure.



Forged clevis hinges with snag-proof snap rings provide rigid, rattle-free assembly.



All joints are welded and welded in precision jigs.



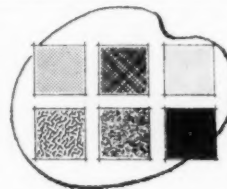
Tables and benches roll all the way into pockets on casters—do not drag last few inches.



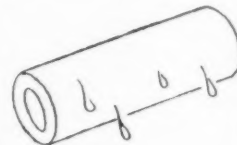
Mark-proof rubber casters protect floors.



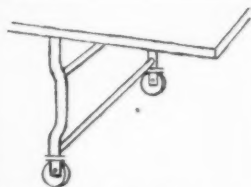
In-Wall units are counterbalanced for ease of operation.



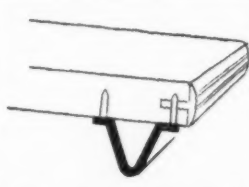
Surfaces in optional colors and patterns.



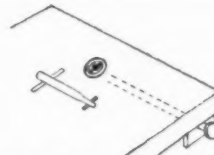
All casters equipped with permanent oil impregnated bearings—no oiling, ever.



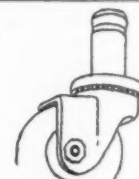
Understructure is heavy 1-inch steel tubing with .840" wall.



All edges finished with permanently bright "T" stainless steel moulding.



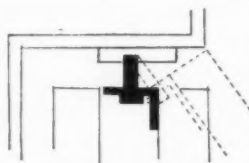
Detachable units secured in tracks with retractable roller buttons. Can't come out unless intentionally detached.



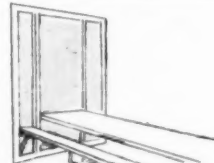
Center casters are swivel type for easy maneuvering of detached tables and benches.



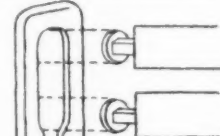
Benches reinforced by four (not two) longitudinal, formed steel stringers.



Safety catch prevents folded units falling from pocket when being operated.



Steel back in pockets adds to rigidity, eliminates contractor finishing.



Any height unit may be returned to any pocket. Welded-on (not cut outs) tracks have long keyhole slots.

### Quality

top quality, is assured when Schieber is specified. Standards on materials and workmanship are based on first hand knowledge of the nature of school use and what it requires. Schieber originated the multi-purpose room (lunch room-activities area) folding tables and benches and our engineering, development and research has always led the field. As evidence, never has one penny been spent for service

on a Schieber unit except where normal wear occurred over a long period of time and the first installation ever made, 25 years ago, is still in daily use. Thousands of schools now use this equipment and more than a thousand school architects have specified it, most of them many times. Let us answer your questions or better, write for our booklet: "Twenty Questions— and Answers."

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# Money Is Being Saved Here



Mt. Olympus Senior High School, Holladay, Utah. Lorenzo S. Young, architect; A. A. Maycock Co., mechanical engineers; Hansen-Niederhauser, mechanical contractors; all of Salt Lake City.



## Heating Costs Less—Much Less— Where There's Johnson **Dual** Control

In most schools, it's the need for "after-hours" heating that runs up fuel bills to needlessly high levels. Sometimes it's the gymnasium that needs heat at night or on weekends. Often it's an office or two, a few classrooms or, perhaps, the auditorium. In any case, heating an entire building or large sections of it for the sake of one or a few rooms is an expensive practice.

The successful solution of this problem in the outstanding new school at Holladay, Utah, illustrates a means of saving money that is readily available to any school with similar problems.

This impressive school is equipped with a complete system of Johnson *Dual* Temperature Control, the modern control system that makes it possible to heat only the occupied rooms during out-of-school hours. All unoccupied rooms are automatically maintained at low economy temperatures when not in use. Fuel consumption is far

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The trend in  
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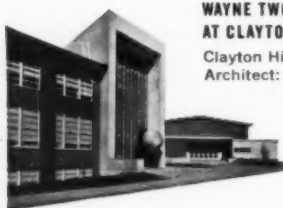
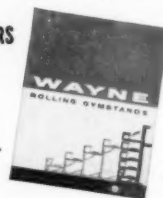
Today's modern school planners recognize the value of consulting Wayne early . . . at the planning stages of new gymnasium building. They like the sound counsel and professional seating guidance that helps them plan and build more effective, efficient gymnasiums of tomorrow.

They also like the smooth, smart, modern appearance of Wayne seating that blends so beautifully into today's functional gymnasiums. They're sold on Wayne's famous engineering advances . . . closed riser construction . . . the exclusive alignment-frame assembly that permits smooth, easy, straight-line opening and closing. And, they take deep pride in the richness of the carefully selected and beautifully finished Wayne woodwork.

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Architects: Albany Architects and Engineers  
Albany, Georgia





# THE AMERICAN School Board Journal

*A Periodical of School Administration*

October,  
1956

VOL. 133

NO. 4

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WILLIAM C. BRUCE, Editor

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the Postmaster is notified. New Postal Regulations restrict service on magazines to be forwarded to you to two issues only. • EDITORIAL MATERIAL. — Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith. • The contents of this issue are listed in the "Education Index."



School of Design — North Carolina State College. F. Carter Williams, A.I.A., Architect. The staff of the School of Design collaborating. George Matsumoto, A.I.A., Consulting Architect. Dickerson, Inc., Contractor. Lupton Curtain-Wall Systems, Type H.

### School of Design features colorful Lupton Curtain-Walls

Warm, rich tones of tapestry brick are complemented by neutral gray aluminum in the Lupton Curtain-Walls of this new school. To relieve the building's severity, accent panels in the Curtain-Walls are deep, vibrant blue-green. (These show as a darker gray in the photograph). Being Lupton Curtain-Walls, they could be as colorful as Jacob's Coat or as quiet as Quaker garb, for they are made according to *your* architect's designs.

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# LUPTON

## METAL WINDOWS AND CURTAIN-WALLS

## Let's Look at Our Schools

W. A. SHANNON

Never before in our history has there been so much interest in public education as today. Publishers of popular magazines, journals, and newspapers are devoting more space to the achievements and problems of our schools than ever before. The voices of organized citizens are heard in more and more communities and states. There are wide divergences of opinion among laymen and educators as to what the schools of America should accomplish, and on the priorities which should be given to the different subjects and activities in any given school district.

The board of education in each community needs an anchor or stabilizing force which will enable it to achieve a position of leadership without being radical in its viewpoint and which will help it to follow sound advice and criticism in a timely and constructive manner.

### The School Board Meeting

The local board that spends most of its time and energies in petty affairs is certain to have trouble. There are still too many school boards that meet monthly, principally to check each item of expenditure, when the treasurer and superintendent are bonded and the books audited annually. They accept the recommendations of the superintendent on every topic from chalk and erasers to teachers and principals, without having evolved and adopted clear-cut policies on purchasing, personnel selection, salary schedules, investments, curriculum development, pupil accounting, etc. In other words, this type school board spends its time on the "4 b's," namely, budget, building, bills, and "bellyaches."

### Major Criticisms of Our Schools

Many honest sincere citizens believe that public education has extended itself to include some aspects of the child's life that should be left to the home, and other agencies of the community. In some instances this extension has taken place without parents and the general public's approval.

Education, some believe, has become anti-intellectual. Pressures are often brought to bear on teachers for expecting more than a minimum of achievement from students. Often students have pressures brought on them from other students, when they attempt to excel, by ridicule and uncomplimentary remarks. In some instances the athletes make passing grades without study-

ing, reciting, and occasionally without attending classes.

Too many believe that modern children have failed to learn such skills as reading, oral and written expression, and computation, in comparison to their native abilities.

### REAL LEADERSHIP

*"To occupy an office is one thing;  
To give leadership quite another."*

— ANONYMOUS

There are many honest, sincere citizens who aspire to positions of honor and authority, with or without pay. Often it is a rude awakening for such people to have brought to them controversial issues, ugly situations, and problems without logical and ready solutions. In many instances they react like a man caught in a house on fire, they begin to look for a way out of the dilemma.

Whether a member of Congress or a member of a tax equalizing board at the state or local level; whether a hospital or school board member the way out is often thought to be: "I represent the people." In this country where a representative democracy has been so generous in providing necessities and luxuries for so many, we believe in abiding by the will of the people. But often the question arises in many citizens' minds, "What group of people?"

A representative of the people at any level of our multitudinous organizations has a definite, although not often recognized, responsibility for leadership. When representatives have convictions with facts and information to back those convictions, and do not take the "easy way out" they often take the least popular view at the moment, but they sharpen the issues by expression in speaking and writing. In most instances these are real leaders and go down in the record, often in defeat, as the statesmen of the era.

— W. A. S.

Often the thoughtful citizen, who is not an educator, can see big issues more clearly than can the teacher who is caught up in the complexities of his day-by-day classroom problems. Yet the influence of one teacher in some communities may be compared to the influence of many parents when school issues are considered.

The extension of universal education upward has led to a stress upon keeping all children in school. This has resulted indirectly in a change in attitudes and practices regarding promotion from one grade to another. Too many "social promotions" is one of the "horrors" of our modern day education.

Many critics report the lack of good discipline in a few contemporary schools. In some instances, a visiting speaker or even the school principal has been "booed" at assembly. The idea that discipline is frustrating and that frustration is to be avoided since it produces neurosis has become the principle by which many homes and schools operate.

### Major Board Responsibilities

With these criticisms facing the schools today, how can the school board members keep from being frustrated and confused? There may be a few simple rules which they can follow to provide a safeguard:

1. Select the most able person available to head the school system and give him authority for operating the schools but hold him responsible for attainment.
2. Realize that the division in responsibility and authority between the school board and the superintendent should be clear-cut, with the board keeping in the area of policy making and the superintendent in the field of administration.
3. Never make decisions without facts. Too many board members act on the "opinion" of a few close associates and friends. It may take longer to get the facts but in most cases it pays to wait.
4. Be a leader, a student. Often board members find that they are not prepared for the great responsibilities which they have assumed. If one meets this challenge, we will begin to read, study, correspond, and attend meetings at the local, state, and national levels. If one finds the community is disinterested or lacks initiative for learning more about their schools, the school board might well appoint a citizen com-

(Continued on page 8)



# An Ideal C

*One example of the need for individual classroom ventilation control is the use of audio visual instruction. Honeywell's Schoolmaster wall thermostat in each room prevents stuffiness that makes students sleepy when blinds are drawn. This results in increased alertness and receptiveness.*



*New thermostat, The Honeywell Round. One in each classroom makes it possible to adjust temperature to meet varied activities of children.*



# Climate for learning

**Amount of "take home learning" increases  
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**E**FFECTIVE teaching calls for proper temperature and ventilation. In a stuffy classroom students grow sleepy when, for example, blinds are drawn for audio-visual education. How can you control such factors?

The best way is with mechanical ventilation and a thermostat on the wall of each room. Such "climate conditioning" is the idea behind the Honeywell Schoolmaster Temperature Control System. Individual room thermostats allow the teacher to maintain the right conditions for classroom alertness—at all times of the day regardless of instruction methods.

In addition, the Schoolmaster System includes an indicator panel for the principal's office which gives a fingertip report on all room temperatures.

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**The Schoolmaster System: A special wall thermostat for each room and Principal's Monitor Panel**

*Indicator panel* gives the principal a fingertip report. It is wired to a special sensing element in each room thermostat to provide the principal with a push-button temperature reading for any room in the school. It functions also as an auxiliary fire detection system.



MINNEAPOLIS  
**Honeywell**

**School Temperature Controls**



112 OFFICES ACROSS THE NATION

(Concluded from page 5)

mittee to search out facts on curriculum, pupil behavior, standards, teachers preparation, student attainment, and other vital areas of school responsibilities. When recommendations are made by the citizen group on the basis of facts, the school board member is better informed and the community knows more about its schools than ever before. In other words, by following these principles, one can be better informed concerning what is good education for all children.

5. The most difficult task for a board of education is also one of the most important, that is, how can the schools be

evaluated on an honest and impartial basis? Such remarks as "our schools are equal to the best in this state," or "our children like to attend school, because our teachers are better than most," or "our schools meet the needs of our children," or "we have the best school administrator in the business" are often heard.

Are these statements and reactions based on facts or opinion? Would it not be better to evaluate schools on the basis of: (a) Statistics on dropouts and retardation. In case after case, a careful study of the school's dropouts has yielded valuable weight into the inadequacy of the educational program. (b) Surveys of opinions of graduates. The responses to questionnaires and conferences with graduates are

nearly always revealing and useful. (c) Frequency of cases of truancy and tardiness. (d) The number of discipline cases. The teachers should be competent in child psychology and meet this challenge by determining the causes of the child's behavior

**It's not too early to start making your plans for attending the 1957 N.S.B.A. Convention at Atlantic City, N. J., February 14-16.**

problem and work diligently to remove these causes. (e) The rate of staff turnover. Funds, both absolute and percentual, over the years should be studied. High employee turnover is usually an indication of poor employment conditions. (f) Co-operative surveys with the actual work being done by local staff members and citizens with guidance by outside specialists. The more important areas that should be covered in such surveys are curriculum, personnel, finance, school-building operation, maintenance, and new buildings and sites.

Being a member of a board of education requires many qualities not possessed by many citizens. The community with above average schools has made certain that the school board is composed of its most devoted and selfless citizens.

#### N.C.S.C. CONVENTION

The preliminary draught for a bulletin on planning secondary schools will be a leading topic of discussion at the convention of the National Council on Schoolhouse Construction, Washington, D. C., October 5-8.

The high school bulletin, which is in preparation by a committee, will be headed by W. F. Klatt, Ann Arbor, Mich., as chairman.

The Council also has under preparation a bulletin on elementary schools, to be prepared by a committee headed by J. L. Taylor. The Guide to School Plant Planning, which is a basic work of the Council, will be revised so far as chapters I and II are concerned.

#### COMING CONVENTIONS

**Oct. 7-11. Association of School Business Officials,** Sheraton-Park Hotel, Washington, D. C. Secretary: Charles W. Foster, 1010 Church St., Evanston, Ill. Exhibits.

**Oct. 14-15. Texas School Boards Association,** Driskill Hotel, Austin, Tex. Secretary: Donald G. Nugent, P.O. Box 7721, University Station, Austin, Tex. 250-300.

**Oct. 15-17. North Dakota School Officer's Association,** Ryan Hotel, Grand Forks, N. Dak. Secretary: D. B. Allen, Walcott, N. Dak. 150.

**Oct. 16-17. Michigan Association of School Boards,** Kellogg Center, East Lansing, Mich. Secretary: S. H. Sixma, Room 3, Kellogg Center, Michigan State University, East Lansing, Mich. Exhibits. 600.

**Oct. 18-20. Pennsylvania State School Directors' Association,** Bellevue-Stratford Hotel, Philadelphia, Pa. Secretary: P.D. Van Ness, 222 Locust Street, Harrisburg, Pa. Exhibits. 1800.

**Oct. 21-23. New York State School Boards Association,** Hotel Syracuse, New York. Exec. Director: Everett R. Dyer, 170 State Street, Albany 10, N. Y. Exh. Chairman: C. Fred Hamel, 170 State Street, Albany 10, N. Y. 3000.

**Oct. 29-30. Virginia School Boards Association,** Hotel Jefferson, Richmond, Va. Secretary: Dr. James J. Jones, Peabody Hall, University of Virginia, Charlottesville, Va. Exhibits. 100.

**Oct. 31-Nov. 1. Indiana School Boards Association,** French Lick Sheraton Hotel, French Lick, Ind. Secretary: Dr. Marion A. McGhegy, 138 Overhill Dr.,

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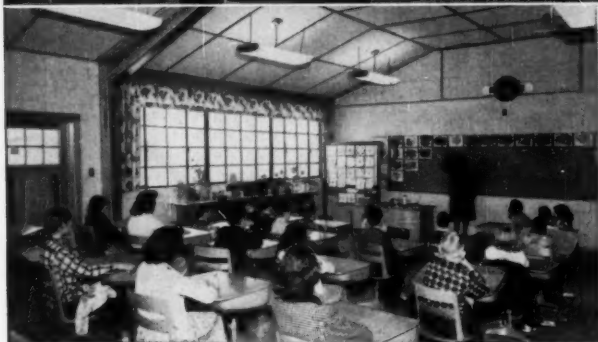
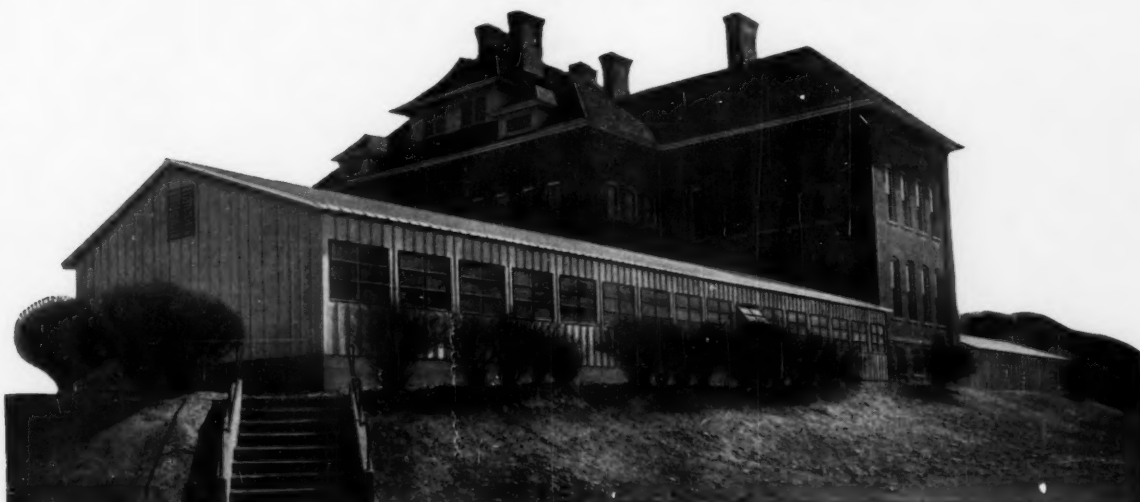
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TRANE Unit Ventilators blend and distribute fresh, filtered air gently—evenly—to every corner of the room, *every minute of the day*, every season of the year. Every pupil in the room has a fresh air seat—all

day long! That's because *only* TRANE Unit Ventilators have exclusive *Kinetic Barrier Action* that give you *powered ventilation* across the entire length of outside wall or window. And with TRANE Unit Ventilators, wasteful overheating is virtually eliminated. Students have an ideal climate for learning—at the lowest possible heating cost!

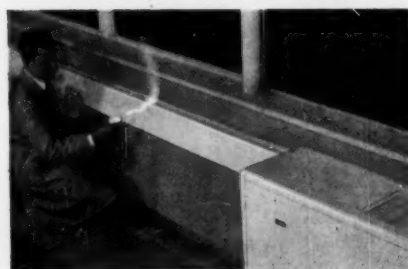
Ask your architect, contractor or consulting engineer about TRANE Unit Ventilators for your school. Have him contact his nearby TRANE Sales Office—or write TRANE, La Crosse, Wis.





**How Kinetic Barrier Action** works: Air—warm or cool, as called for by the room thermostat—is delivered under pressure from *wall to wall extensions*. As it reaches the ceiling, it picks up room air . . . creates a gentle, circling flow of uniform ventilation across the entire room. And the room warms up *fast* . . . instant response to thermostat stops wasteful overheating, provides fast morning warm-up. Never a hot spot, cold spot, stale air pocket anywhere—any time! A fresh air seat for every pupil in the room!

**TRANE stops drafts** before they start! This smoke test shows how TRANE Unit Ventilators are solving the window downdraft problem with *positive* protection. Chilled air from icy window panes is blocked by an upward rising column of tempered air across the entire window. Unlike systems that depend upon wall-length heating elements, the TRANE Kinetic Barrier Action stops window drafts *full-time*—even when the thermostat has shut off room heat. There's an ideal climate for learning—all day long!



**every pupil in the room . . .**  
*no stale air spots . . . no drafts!*



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For halls, stairways, windows, use TRANE Connectors. In shops, pools, TRANE Wall-Fin heats on a budget. For offices, UniTrane units heat, cool, ventilate. TRANE Steam Specialties save fuel.

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For any air condition, turn to*

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Typical classroom in the John B. Schaffner School, Louisville, Kentucky, showing installation of Acousti-Celotex Cavity Tile, a new material incorporating a unique acoustical principle. Application shown on Celotex "T & T" Suspension System. Acousti-Celotex Contractor: E. C. Decker & Co. of Kentucky, Inc.

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walls, ceilings and other partitions are constructed of proven fireproof materials. Many schools ravaged by fire might have been saved if the flames had been contained **only a few minutes longer!** Underwriters Laboratories tests fully demonstrated that standard walls and ceilings of metal lath and gypsum plaster (both non-combustible) will restrain fire of up to 1800 degree intensity for a minimum of one full hour. Those sixty minutes could mean the difference between life and death for the children in your classrooms.

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"Because of the many years of dependable control obtained from Powers equipment and the prompt service received whenever required in our old buildings, another Powers temperature control system was installed in our new high school which was planned to meet the needs of 2,000 students"  
... Mr. E. W. Zaeske, Supt. of Buildings and Grounds.

Functional and architectural features of Highland Park's new high school have been carefully executed to conform to the highest quality of modern school design and to meet the stipulation of keeping future maintenance costs at a minimum.

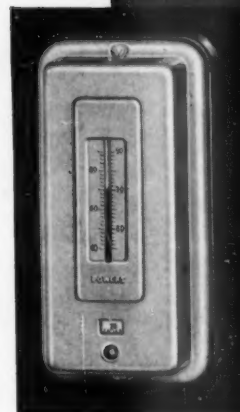
Since 1891, Powers temperature control systems have been noted for their low operating and low maintenance cost. 25 to 50 years of dependable operation with a minimum of repairs is reported by many satisfied users.

**Comfort and Fuel Economy** in the 87 classrooms and other spaces here are provided by a Powers control system which regulates the following heating and ventilating equipment:

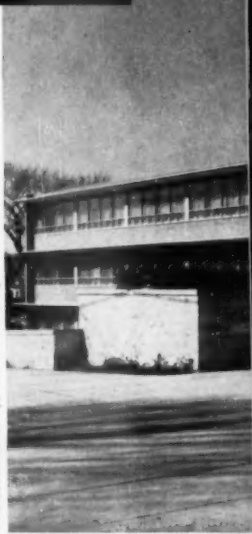
A Powers MASTROL system regulates the temperature of the forced hot water supplied to convectors under the control of a Powers thermostat for each space. Ventilation is provided by Powers controlled fan units located throughout the buildings.

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Photos: Hubert Henry, Hedrich-Blessing



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Symbol of Economy  
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Typical Classroom



Library



Band Room in Music Dept.



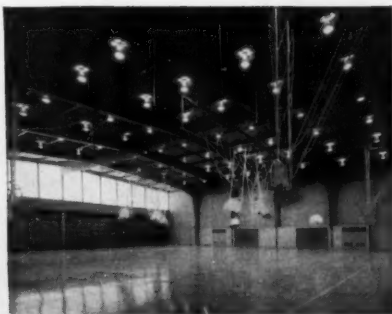
## Highland Park, Illinois, High School

**Loebl, Schlossman & Bennett, Architects**  
**Samuel R. Lewis, Consulting Engineer**  
**Gust K. Newberg Co., General Contractor**  
**Adelman Heating Corp., Heating Contractor**  
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Photos below show one of the 87 classrooms and some of the other spaces controlled by POWERS



Cafeteria and Multi-Purpose Room



Exhibition Gymnasium



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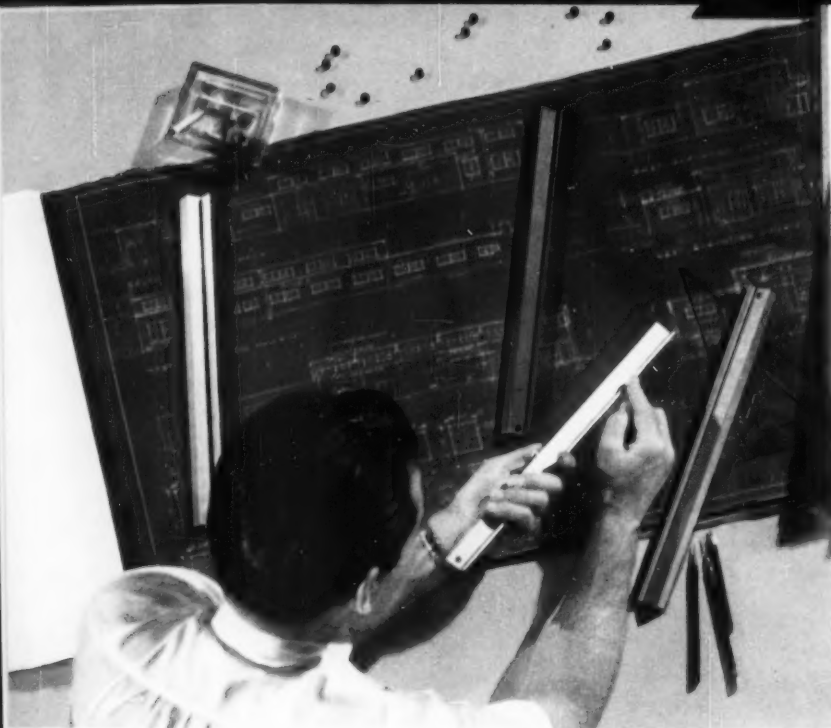


Announcing...

**FENLITE**

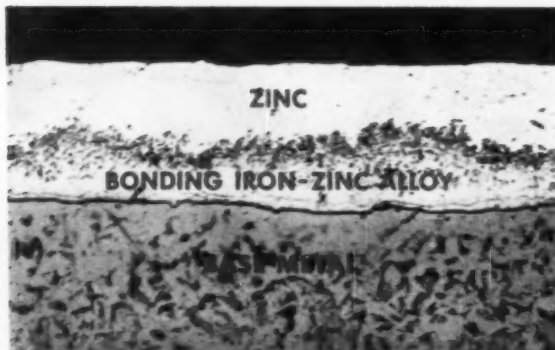
*Fenestra's* distinctive new window

finish that needs no painting!



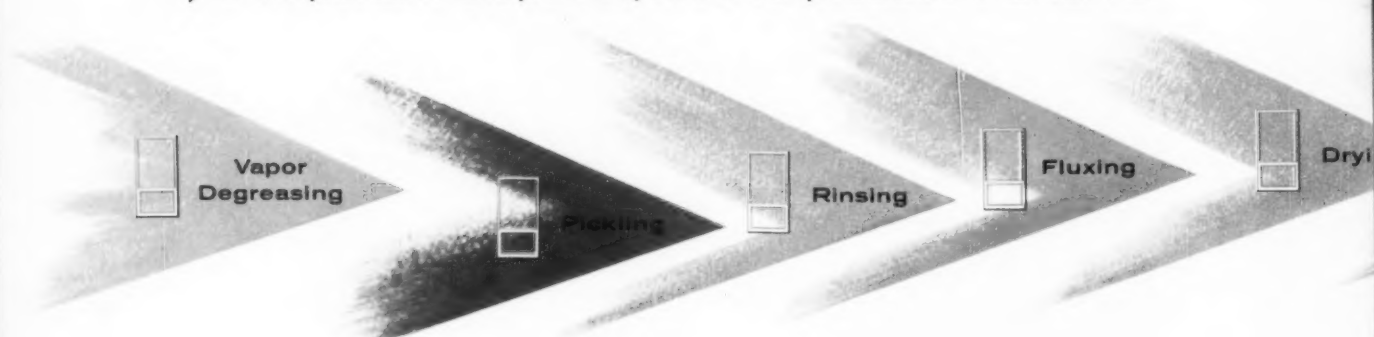
You can see the difference between FENLITE and ordinary metal windows. The distinctive FENLITE Finish adds new beauty to any building. Its lifetime corrosion protection *without paint* assures lowest maintenance costs. Ask your Fenestra Representative to show you a sample, today!

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## ► 8 important steps required to produce FENLITE



# *Fenestra*<sup>®</sup> FENLITE process

## gives you steel-strong windows

## with NEW BEAUTY

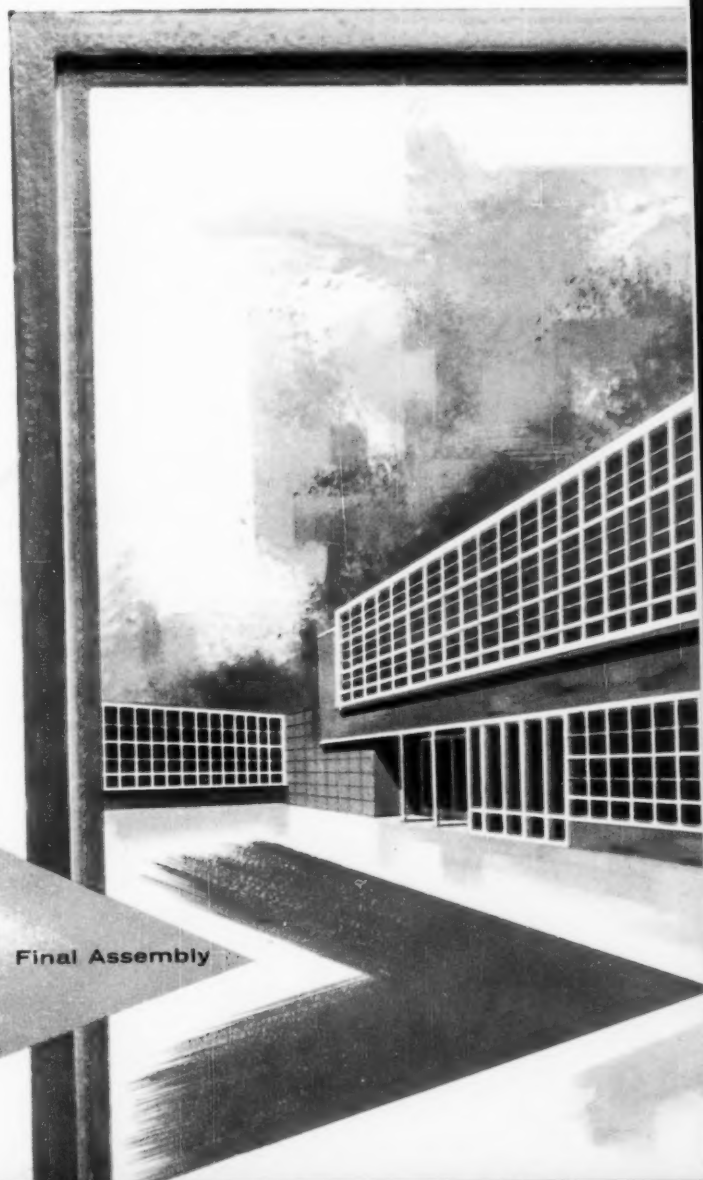
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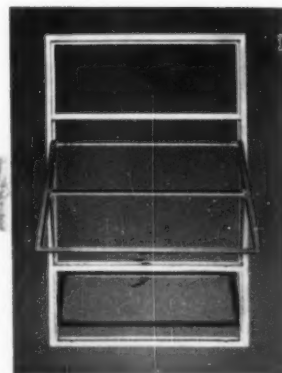
Final Assembly

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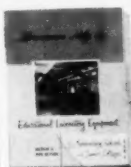
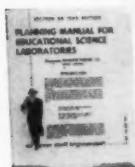
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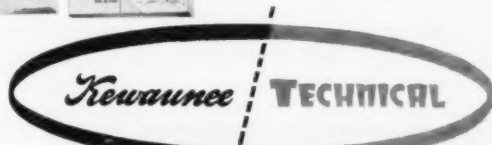
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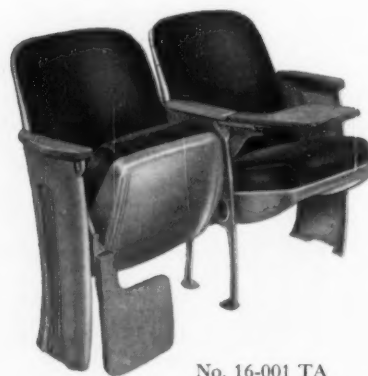
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# Foreign Languages in the Grades

**KENNETH W. MILDENBERGER**

Associate Director, Foreign Language Program  
Modern Language Association

Not long ago a Frenchman went into an American elementary school and got the surprise of his life. He was a visitor at a Midwest college, and he had heard that French was being taught at a nearby public school. A professor of modern languages at the college gladly escorted him to the school.

The principal showed the two visitors to tiny chairs in the rear of a fourth-grade room and they watched the children learn by the "natural" method. Fluent, near-native French came from the teacher's mouth as she modeled sentences to suit situations in the dramatic scene the pupils were acting. They listened and imitated eagerly, in chorus and then singly. Here was the key to the learning method: listen and speak, associating the sentences with actions, pictures, or real objects. They had begun French in grade three for 20 minutes each day. But they would not write or even see a French word until grade five. They were learning the second language as they had the first, by ear.

On the way back to the college the Frenchman was jubilant. "Marvelous! Those little ones spoke such accurate French! When I tell the people in France what is happening in your schools they will be delighted!" The professor smiled quietly, no less pleased than his companion. In his younger days he had taught French and Spanish in high school, where he had shared the agonies of his pupils in their struggle with conjugations, idioms, and the subjunctive. And for two decades he had labored with his college students through the translation of novels and plays. It was a thrill now to hear this new young generation speaking French

better than his college students, and having a grand time doing it.

The children in that class will never appreciate the professor's ruminations, but their parents would if, in high school or college, they had "taken" a language. Here was a sample of this new movement which presages a revolution in foreign language learning.

## Rapid Growth

Most foreign language teaching in the grades is still highly experimental and exploratory. Some measure of the very recent growth of this movement may be seen in the fact that as recently as 1952 only 89 communities had some foreign language teaching in the public elementary schools, compared with 357 cities and towns by the end of 1955. Over this three-year period the number of communities increased by 300 per cent. It is also worthy of note that the number of public elementary school children involved—271,000—is already more than one third the enrollment in modern foreign languages in the public high schools, and it is fast approaching the number of students studying modern foreign languages in all our colleges and universities. All told, there were 271,617 children below grade seven involved in 1977 schools; 94 of these schools were college demonstration or campus schools, and the remaining 1883 were public schools. Only four states had no language ventures in the grades: Idaho, Mississippi, South Dakota, and Rhode Island. Spanish was the leading language, with 221,000 pupils in 1300 schools; French was a poor second, with 47,000 pupils in 628 schools; German trailed with 2400 pupils in 84 schools. Lesser numbers of

children were studying Italian, Japanese, Latin, Norwegian, Swedish, and Modern Greek. Another 156,000 children in 483 Catholic elementary schools of 27 states were learning foreign languages last year. Over half of these were getting French; Polish ranked second in order of enrollments, then Italian, Lithuanian, Slovak, Ukrainian, Spanish, and Latin.

The teaching of foreign languages in the elementary schools has been tried in many ways during the past few years, but two types of programs which promise satisfaction seem to be emerging. With proper administration, staff, and materials, both of these approaches can achieve effectively two outcomes of extreme significance to the welfare of the American generations which must bear the responsibilities of the years ahead. First, the young citizen is introduced to a foreign language at an age when he has the natural *ability* for absorbing the language—especially the spoken language. In recent years children in countless classrooms have demonstrated what eminent neurologists and psychologists have declared—that this natural gift for language learning is at its peak in the early years and fades rapidly as adolescence approaches.

## Attitudes in Formative Stage

Second, a broadminded outlook on things foreign can be created at an age when attitudes are still in the formative stage. The necessarily generalized efforts of the social studies to affect international understanding are complemented in the foreign language course by active, pleasurable experiences in a *single* different cultural pattern and language. Conversely, the child develops an objective appreciation of his own



language and cultural heritage. Besides these linguistic and attitudinal outcomes, the effective program of foreign language study adds to the elementary school curriculum a new dimension for imparting such basic skills as learning by listening, careful production of speech sounds, singing, folk dancing, physical exercise, arithmetic, drawing, appreciating color and form, etc. Other elements of the curriculum contribute directly or indirectly to these common learnings, and foreign language study offers further enriching experiences.

## Two Program Types

The first type of effective program was observed by the professor and his guest. We may label it "Type A." It begins early—not later than third grade—and progresses through the elementary school. The emphasis is on intensive but pleasurable learning of the new language, with only listening comprehension and speaking for the first two years or so. Reading is not introduced until the child has an easy familiarity with the basic elements of spoken language, and writing comes last. Grammar is never treated as such; the pupil absorbs correctness inductively, as he did with his native tongue. Sessions of 15 or 20 minutes are at regular times, usually daily. The teacher is a specialist skilled in the spoken language, and he or she visits a number of classrooms each day, sometimes in more than one school. By the time the pupil finishes grade six he has a firm grounding in the spoken language. He also has insights into the everyday life of the foreign people which both increase his understanding of his own society and broaden his general outlook. He has begun to read and to write in the language. Now in grade seven (junior high school) he is ready for more formal work in reading; but conversation will continue to be a regular part of his curriculum.

The other type of program, which we shall call "Type B," is more limited in linguistic achievement, but it offers better opportunity for integration in the school program. In this approach the experiences in the foreign language become the responsibility of the classroom teacher, because a specialist cannot be found or cannot be afforded, or because local theory adheres to the concept of the self-contained classroom. The great advantage of the Type B program is that the room teacher knows her children intimately. She can present the instruction naturally and opportunistically during the daily activities of the class, rather than in a set, formal period.

## Several Difficulties

But the seeming simplicity of this approach is deceiving; indeed the very

simplicity and informality of Type B can be its own downfall. Great care must be taken to see that certain specific conditions prevail. First, a beginning grade must be firmly established, the earlier, the better. Second, the program must have continuity, without interruption, through the sixth grade, with all teachers participating fully. If participation is left to the option of the room teacher, not every teacher may become involved, and the result is a catch-as-catch-can venture. Third, there must be regular progression from grade to grade; this means that each room teacher should have a clear understanding of her role in the whole language program. A language program of this type which does not meet these three conditions must be a very shaky program, regardless of how satisfactory some of the individual classes may be.

But the greatest danger of the Type B program is with the teacher herself. Only in very rare instances does a room teacher have the foreign language competence enabling her to serve as a reasonably authentic model for her pupils. And the linguistically apt pupil will unerringly imitate what he hears, whether it be correct or faulty in pronunciation, intonation, or juncture. The room teacher's unavoidable shortcomings may be offset to a degree by several means. First, there must be an in-service workshop. Such a workshop must be staffed by one or more competent language teachers fully trained in the most modern methods of effective instruction at the adult level; if language learning can be fun for children, it need not be drudgery for their teachers! In Middletown, New York, over 90 per cent of the teachers maintained nearly perfect attendance at the workshop over a period of three years. The Director of Elementary Education writes: "It looks like a big, almost insurmountable undertaking in the beginning. But it can be accomplished, and well, by teachers with no previous background in the foreign language—if it is tackled in the right spirit."

## Audio Aids

An efficient workshop can give the room teacher a working knowledge of the language, and some fluency. But it is not likely to give her a near-native authenticity in the language. Therefore it will be necessary to use some audio aids in the classroom. These would be phonograph records or tapes which will give the pupils opportunities to hear and imitate native voices. In some communities it may be possible to invite into the classroom local citizens who speak the foreign language natively. In larger communities, regularly scheduled radio or television programs may bring the authentic spoken language into the classroom. The Miami, Fla., program of

Spanish in the grades is built around radio lessons broadcast over the board of education station; and regular television lessons, channeled into the classrooms, are an essential element of language programs in Schenectady, N. Y., and Seattle, Wash.

A program of Type B can function very effectively. It will not achieve the same degree of linguistic learning as Type A. Nevertheless, it can give the pupil an introduction to the language and create a readiness for more serious language learning as soon as compartmentalization begins and regular instruction under a qualified language teacher is available. In most systems this would be in grade seven. The Type B program can induce in the child the broadminded attitudes toward foreign things, and, it may provide the teacher with a different dimension for developing the common learnings and skills.

## A Wholehearted Venture

Persons interested in a program of foreign language in the grades will do well to study the following caution from an official MLA statement concerning this movement. After approving the idea of foreign language study in the elementary school, the statement continues: "It is our further judgment that the public should be warned against the faddish elements of this movement. No new venture in American education can long prosper without the wholehearted support of parents, teachers, and educational administrators in a given community. Proponents of foreign language study in the elementary schools should not, therefore, initiate programs until: (1) a majority of the parents concerned approve at least an experimental program; and (2) local school boards and administrators are convinced that necessary preparations have been made. Necessary preparations include: (1) recruitment of an adequate number of interested teachers who have both skill in guiding children and the necessary language qualifications; (2) availability of material appropriate to each age level, with new approaches and a carefully planned syllabus for each grade; and (3) adequate provision for appraisal."

## Suggested Reading

- Andersson, Theodore, *The Teaching of Foreign Languages in the Elementary School* (Boston: D. C. Heath & Co., 1953), \$1.25.
- Foreign Languages in Elementary Schools: Some Questions and Answers* (New York: Modern Language Association, 6 Washington Square North, 1955), 15 cents (pamphlet).
- Mildenberger, Kenneth, *Status of Foreign Language Study in American Elementary Schools in 1955* (Washington, D. C.: U. S. Office of Education, Department of Health, Education, and Welfare, 1956), free.



# The Evaluation of Teaching\*

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At a recent educational conference a school board member said, "In school business everyone gets the same salary, the 'chucklehead' and the 'artist-teacher.' Nowhere else in our society is this true." His concern apparently is shared by many laymen everywhere and to that extent must be taken seriously. The man's facts, however, are true only in part; for, except for promotion from class to class, governmental positions are singularly equivalent from department to department, and, at the policy or executive level, little if any flexibility

\*Taken from an address given at the annual luncheon of the House of Delegates of the Massachusetts Teachers Association, April 28, 1956.

operates to provide for merit incentives. In medicine there exists a noteworthy stability of fee within a category in a specific geographical area. It could be suggested to the celebrated surgeon that his variability of fee with the income of the patient looks like a merit system in reverse. In substance teachers have this kind of built-in merit plan among communities ranging widely in wealth. While no onerous comparison is intended in pointing out that labor too operates on the principle of equivalency, one is impressed with the long and bitter struggle to attain it. Collective bargaining probably will not be thrust lightly aside.

These points superficially suggest the social context within which teachers now attempt to fashion for themselves some design of respectability among their compatriots. Before getting to the meat subsumed in the title above, one must make the following assumptions, standing granitelike in their strength:

1. Teachers are being evaluated with or without relationship to salary.
2. Teachers, some of whom may be threatened by assumption 1, are evaluating their students.
3. Learning, the teacher's stock-in-trade, is at least as complex as any other process in which human beings are involved; it lies, in fact, at the heart of any attempt to build a consistent system of psychology.
4. In spite of all desire, teaching is not now a profession.
5. There is no such thing as objective objectivity; there is only subjective objectivity, manifested in its highest form with relation to people by rather incredible degrees of reliability when a group of persons is willing to pay the price of modifying their individual perceptions.
6. Teachers vary in their abilities, personalities, and general effectiveness in carrying out their duties.
7. The significance of the individual person, coming close as it does to being the ultimate value in our society, should in part be recognized by earned rewards.

In one way or another these may be related; at least they must be reconciled. Such reconciliation may be possible in a more or less complete way by answering three basic questions.

## I

### What Is Being Evaluated?

The first of these is, *What is being evaluated?* The one thousand plus studies that have been done on teacher competence over the years have brought to light some interesting items. For example, did you know that:

- a) Teachers from larger families are more autocratic than teachers from small families?

b) Elementary teachers have generally more positive attitudes than secondary teachers?

c) Elementary teachers who attend large universities tend to be less subject-centered in their viewpoint than graduates of state teachers' colleges?

d) Teachers who are married or who have been married and separated are more understanding than single teachers?

e) Teachers who have submitted to psychotherapy are more understanding than those who have not?

f) Unmarried teachers of high school English and social studies are more understanding than married teachers of other subjects (paging the AEC)?

g) The most stimulating teachers seem to be about 35 years of age as compared to 47 for those who are less stimulating?

h) Teachers between five and ten years of experience seem to be more understanding and democratic than those with more or less experience?

Now those with undisciplined imaginations could have a field day rollicking among these tempting generalizations. But let it be said immediately that nearly all experts agree that the most direct kind of evidence on effective teaching is the growth that takes place in the learning of one's students. Yet attempts to line up such evidence has been shot through with poor research design and/or shoddy statistics. In fact, a leading research group, after much deliberation, concluded this was indeed ground where angels should fear to tread. We are all relatively safe, therefore, at least temporarily.

But wait a moment. If learning is difficult of objective measurement, does this mean that we cannot tell when students learn? Obviously not, the teachers' shoptalk is full of such glitter as "These kids simply refuse to learn" or "My A group whipped through those problems today" or "What can you expect with parents like that?" or yet "Gee, what satisfaction, seeing these youngsters move ahead." Now all of these verbalisms are judgments based on some kind of evidence. They cue us to a possible ray of hope. For, is it not reasonable that, if desirable learning conditions are present and therefore observable, learning is going on? Why then do we not capitalize on this premise?

In my opinion, we do not for three reasons. *First*, we have a mistaken idea about authority. Most of us have grown up with varying degrees of autocracy in our nervous systems and fail to see that the only democratic authority worth its salt is not in the person, but in the situation. May I suggest some wonderful moments of insight to be gained from reflection on this principle.

*Second*, most of us are more concerned with our status in a power structure than with children. Anyone desiring to know the conditions in his school will find the price of investigation no bargain, either in time or energy. We

## Just how fair is your evaluation of your teachers' abilities?

are too content to pass off a low rating on a perceptive question, or a high one on the latest quote glibly gleaned from the current journal.

*Third*, we do not agree on what the conditions of learning are. In my opinion this is sheer professional ignorance. The principles are available with a little study but until we all know them, no, understand them, we have no more stability as professional people than a thread in a Massachusetts blizzard in March.

### Appraise Teacher Growth

Much of the writing now being done has suggested that it is really teacher growth which is the important item to be appraised. One writer reports that, when presented with the challenge to participate in procedures to assess their competence and growth, a staff went through a period of such fervid activity that he needed several months to catch up. Without being facetious I am pressed to say that this sounds like hypomania by injection. For growth is a subtle, often evasive process, rooted in personality patterns most facets of which are present when a teacher first assumes his responsibility. Further, growth is not necessarily related to external manipulations by supervisors. To state this differently, direct appraisal of strengths and weaknesses by a supervisor is apt to be at best misunderstood by virtue of the teacher's ego-involvement. Before authentic growth can take place, aside from the normal proclivities inherent in all of us under certain conditions, the perceptions of the person must change. One can hardly expect to harvest this kind of growth upon seeds of distrust, duplicity, or autocracy.

Normally growth in teachers can be encouraged only in atmosphere of freedom to learn and inquire, by the behavior of stimulating leadership, and in co-operative attacks upon problems of mutual and significant concern.

Some people today are advocating an assessment of teachers on a series of growth stages, for example, as a novice awaiting appointment to tenure, the second as a master of classroom learning and later as a contributor to the profession. It could be that teachers would tend to meet expectations of each level as desired. Surely such a plan does not imply neglect of competence at stage two when attempting to meet requirements of stage three. Yet the assumption implicit in the organization, that these exemplify levels of maturity or desirable steps in professional growth, is not easily substantiated unless the accusation of trichotomizing is sufficiently answered. But, since one must keep an open mind

on these matters, school systems should be encouraged to try this program so the rest of us can profit from the experience.

## II

### Who Shall Evaluate?

The second major question is, *Who shall evaluate?* Traditional judgments have been made by supervisors as several hundred studies show. Results from these are confusing to say the least. To ask a hundred people to give the most important qualifications of a good teacher is almost like asking them to name their favorite pop tune. It may depend upon who one's favorite disc jockey is. May I interlard that to allow teacher evaluation to rest with a single person is to place too much power in the hands of many questionable people. Until such time as teaching really attains professional status, single appraisals should be avoided at all costs. To beg the question further, when we do become professional, many of the problems about which we are concerned here will be obviated.

Placing in the meantime the responsibility in the hands of a group is no superficial undertaking. For to arrive at a workable consensus, with personal bias truncated at the classroom door, takes long, grinding hours, but can be done.

### Student Evaluation

Some, seeing the multitudes of teacher appraisal problems, have gone off into a corner to pray for deliverance by student evaluations. While students in general agree on general characteristics, they are most reliable in early adolescence becoming decreasingly so as they move up or down the age scale. Further the qualities change rank quite decidedly with maturity, nobody knowing exactly their properly weighted relationships.

Too obviously neglected questions with respect to student evaluations deserve mention. The first is, What basic differences would appear in student appraisals in classrooms operating under teacher-centered procedures as contrasted with classrooms depending heavily on teacher-pupil planning? It could be suggested that not only would kinds of responses by pupils be different but that comparing the responses in one case with those in the other might indeed raise serious questions of philosophy, morale, and competence itself. The second question is, What should be the disposition of the student evaluations? It is conceivable that the teacher who can secure honest assessment by his students could profit considerably therefrom. Many teachers employ this means

as an informal and continuing check on the balance among aspects of their programs. When, however, these are turned over to superiors, complications are invited.

### Teachers Evaluating Themselves

Thus people have more recently come to the view that teachers themselves may be the best judge of themselves. While up to a point this is both democratic and surely worthy of careful study and encouragement, it is doubtful if school boards who are wary of automatic increments would consider this a satisfactory solution. Most experts agree that all schemes whose purpose is to appraise teachers must involve, from the beginning, planning by teachers among others, to be at all effective. Many go even further, namely, that any final or official evaluation must be agreed upon by a teacher in conference with a superior. Apparently this has worked successfully in a number of instances.

### Evaluation by Peers

A fourth channel, old in higher education and used in some provocative respects in business, is evaluation by peers, that is, teachers evaluating teachers. In colleges this procedure is often the basis of promotion, if not salary increments, and has much to recommend it. Whether it could function with equal effectiveness for public school teachers, however, is questionable. Too often teachers are looked upon as servants and therefore are subject to public accounting if not whims.

Yet the recent emphasis on developing new codes of ethics implies some new horizons of professional responsibility. How, for example, can a staff of teachers support a code which specifies certain kinds of obligations to pupils, the profession, *et al.*, without the further willingness to maintain respectable adherence to its principles, even to the place, if need be, of recommending dissolution of contracts?

Let us take a hypothetical case of the teacher who refuses for several years to participate in any in-service program at her disposal. She constantly refers to her pupils as "brats." Surely her colleagues could be accused of neglect if they did not at least investigate the case, and, having reached the conclusion that this person was unfit to teach, did not recommend that her services be terminated. Or again, a vacancy occurs at any level, is it not professional for teachers to request that they be allowed to participate in setting up specifications for the position, to help screen candidates and make recommendations for appointment?

## Other Means for Evaluation

An interesting and potentially exciting venture is to have a public school system set up a long-term project employing self-evaluation and evaluation by students, supervisors, and peers. It would of course be desirable to use the same criteria in each case from the four points of view, testing the hypothesis, if you please, that high agreement can be reached under conditions of maximum care and study. One would not hesitate, however, to warn that much time and many frustrations would be involved.

A more radical departure would be for a state teachers association to organize teams of professional evaluators, moving at intervals across the state where desired, to make recommendations at crucial points in a teacher's tenure. Such a step would call for respected professional people whose determination to arrive at a highly functioning reliability would be paramount. A special advantage is the relief of teachers' superiors from being involved in risky judgments. On the other hand, since personnel administration ranks high on any administrator's list of priorities one could question the desirability of dichotomizing functions.

## Danger of Conformity

As I see it, the most telling argument against all kinds of formal evaluations is the danger of conformity. Those being evaluated, at any level, soon delineate the pattern of expectations. And if there is anything with which education is already too saturated, it is people who are devoid of individuality, who sell their personalities to the organized system which employs them. Businessmen who advocate merit systems for teachers might well take a good look at the appraisals made by their research scientists of the conditions under which they work. With a few exceptions, most scientists apparently believe that more significant advances would be forthcoming if they had the freedom normally found in universities. Social scientists tell us that, as our institutions become more highly centralized (and few apparently escape the forces), manipulations of people become less material and more psychological. Under these circumstances it becomes increasingly difficult to be experimental and creative on the job. And yet these qualities are highly prized everywhere by teachers and leaders. Perhaps this is one of the factors that led Elmer Davis to label our age as one of Double-Think. Our actions often belie our expressions, deliberately. So where evaluations are in order, preserve at any cost the privilege of being different. For if teachers are not free, how can freedom be made real to boys and girls?

## III

### Evaluation Related to Salary

The third question is *Should evaluation be related to salary?* May I express my indebtedness to Ray Pitkin for the materials collected on merit systems available to all, and to his lead article in the March, 1956, issue of the *Massachusetts Teacher*. These save me from summarizing the argument for and against merit rating.

May I say then as bluntly as I can that I favor a salary schedule based on minimums and maximums and regular increments between and, incidentally, higher than any yet proposed. There are two reasons. (1) If a teacher is worth keeping he is worth paying and (2) anyone is entitled to know what his potential earnings are. Having said that, no inconsistency creeps in when a person is moved more quickly up the schedule by double or triple increments or moves beyond the maximum. Because no one will deny that there are poor teachers and perhaps many average ones, whatever these are, we shall continue to meet resistance to arbitrary schedules and high salaries generally unless we assume the responsibility for two major professional moves. Before we mention these, allow a few asides.

It is interesting that in a time when merit systems are on the decrease demands for them are increasing. As the costs of education rise, many people look first to where forced spending can be cut, in contrast to so-called voluntary spending on liquor, tobacco, cosmetics, and what not. The inference is that there is only so much money to go around and that teachers must concede that we cannot spend as much on the "chucklehead" as the "artist-teacher."

Partly this attitude is surprising in America where unprecedented expansion of our economic system points to living standards hardly dreamed of a few years ago, and where we seem to find almost unlimited resources for programs important enough. It is likewise surprising when we consider the wealth teachers produce. It has been shown over and over again that the states and communities that spend the most for education receive the most in its products and its living standards. Teachers, unfortunately, have no advertising brotherhood to raise the power of education to the level of acceptance even of the ubiquitous hot dog. It is a bit ironic therefore to suggest that in such a context teachers must compete for the few dollars that have come their way.

The answer to the question implied in these statements runs something like this. "We are willing to pay teachers for competent service, but some teachers are not worth what they are getting now." But those who supply the answer in rather glib fashion apparently have

little conception of the complexity of (a) providing adequate staff (b) to establish valid procedures. For if learning is as complex as most psychologists seem to say it is, then teaching too is one of the most complicated of functions, and measuring it in more than a superficial manner becomes a task for people who know their business. Thus when merit systems are asked for, costs in staff and their time would run geometrically beyond present expenditures for supervisory services.

There are those who are pleading the case this way. Since a tremendous range in competence is inevitable, salaries consistent with the range would add professional prestige to the total group. But at least a partial answer can be given in this fashion: "Present salary levels being too low to begin with, maximums are relatively meaningless. As long as the average teacher's salary is exceeded by the average income of bartenders, truck drivers, and others, the argument is stuffed with straw men. Get salaries where they ought to be and we'll consider the proposals."

### Criterion in Selecting Teachers

Now, the first of the major moves referred to above is to demand that people be so carefully screened before being admitted to teaching that no one would dare to use the word "chucklehead." At the risk of some misunderstanding, let me comment briefly upon two criteria that must be up front in the selection process. One is creative intelligence. We don't have to quibble about cutoff points on the Binet to say that college students cannot learn everything *now* about how people learn and develop to say nothing about applying it in classrooms. Without any idea of being snide, may I say to those who always remind us of the stupid people who are superior teachers, that when teachers behave in desirable way without intention, desirable results are left to chance. The world is too complex to run such risks.

The second criterion is emotional stability and I am not talking about insensate duds. For it is incredible how wide a variability in specific personality patterns one finds among people after they are screened on this factor. Our concern should be primarily that of the effect of the emotionally immature on the mental health of children. Now to quickly summarize this business, selection should not be based on discreet items but on a total pattern of a whole person.

The second major move is to provide enough field experience prior to graduation so that we can say with more than reasonable security, "These people can teach. They can be relatively on their own." Since this must happen in our teacher education programs, with co-



operation from public schools, we may be asking for a fifth or even a sixth year of preparation. So what? The plastic surgeon needs six years beyond his internship to be eligible for the national board exams. Would you admit that plastic surgery is more complicated or more important than bringing children to maturity? How little we really think of ourselves. A purpose related to the present discussion is the elimination of the category of "inferior" teachers immediately, with a gradual raising of the floor of competence so that only those attaining it will be admitted. What these two moves imply for salary levels should be obvious.

#### A Look to the Future

Finally, it could be asked, *Where do we go from here?* While to many the preceding statements may sound confusing, it should be remembered that the mere emission of complex and controversial issues often raises more questions than are answered. This is not entirely bad since doubt, as John S. Mills suggested, is the beginning of wisdom.

What may very well be the rod that stirs up the hornets' nest is teacher evaluation of students. No one seriously questions the teacher's prerogative to appraise student learning. Yet social scientists have shot rather gaping holes in the sanctity of grading. There is no time here to analyze the relationships of teacher values with student grades, but what we know should make us a bit uncomfortable. In spite of these weaknesses, grades will probably continue, as will demands that because this is so, teachers must also be graded. Now there are, undoubtedly, proper replies to the argument, one being that "supervisors are to teachers as teachers are to students" stretches one's sense of proportion mightily.

In the years to come teachers should face squarely the kind of pressure to which they are exposed. Neither aggressive action against all proposals of merit not yet ignoring them would seem like mature approaches. Since some teachers are requesting merit increments if attainable maximums are conjoined, a much more defensible attitude is to accept the necessity of a thorough study of the possibilities in particular localities for specific school staffs. This may be the best educating device as well. And if the outcome is a reasonably satisfactory program for better salary levels, a school staff owes to itself the opportunity to gauge its effectiveness.

Two recently established salary schedules are worth noting. One in Massachusetts, with all increments on merit, establishes minimums at \$3,700 and \$4,200 for four to six years of preparation, and maximums of \$5,800 to \$6,800.

Now the real point is that merit is interpreted to include mostly the kinds of factors teachers want to be considered anyway, evidence of additional preparation, and evidence of participation in local curriculum development. The only thing missing is that the progress from step to step is automatic. The other in eastern New York State begins at \$4,000 for a bachelor's degree with automatic increments to \$6,300. A person with no more preparation can secure additional increments of from \$200 to \$600 up to a maximum of \$8,600, based

on performance. Further professional preparation makes possible a \$9,200 maximum. Perhaps this is the sensible approach after all.

If there has been a hidden thesis running through all of the above, it is this. In the socio-political-economic climate in which we live, any single solution to problems of teacher's evaluation and salaries is difficult and at best a compromise. Of this we may be reasonably sure; if teachers do not assume more responsibility for matters of significance to them, other people will.

## Buffalo's Program for High-Ability Students

**PARMER L. EWING**

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Plans for an Honors Program for high-ability students at the high school level have been completed for 1956-57 in the Buffalo schools. The purpose of the Honors Program is primarily to offer to the really able student, learning experiences of such intensity and depth that he will be required to demonstrate the superior ability which he possesses. It is believed that this kind of experience will stimulate the intellectual endeavors of such students and will also improve their readiness for the advanced education to which most of them should aspire.

Two types of courses have been organized; enriched subjects which will be of the same type offered in the regular programs, but greatly expanded and requiring more intensive study; and special subjects such as are not generally offered in the regular curriculums. The latter include advanced work in areas such as science and mathematics.

Students are selected on the basis of a profile chart, which includes records of school achievement, scholastic aptitude, standardized tests, and teacher ratings by at least five teachers. A special form containing ten items is used for the teacher rating. Included are such characteristics as clarity of expression, intellectual curiosity, perseverance, drive, leadership, and emotional stability. The composite of all data about each candidate for the Honors Program is graphically presented on the profile chart, on the basis of which selections are made.

The Honors Program will be offered in all high schools and in the five major subject areas. Participation is voluntary, and pupils who qualify may elect one or more honors courses with their parents' consent. Teachers are carefully selected, and additional reference materials and instructional aids are supplied to these classes.

BOARD OF EDUCATION - BUFFALO, NEW YORK  
PUPIL PERSONNEL SERVICES  
TEACHER EVALUATION OF PROSPECTIVE HONORS PROGRAM STUDENTS

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_ Room/Room \_\_\_\_\_ Curriculum \_\_\_\_\_  
Age: Years \_\_\_\_\_ Months \_\_\_\_\_

Directions: Encircle one of the ratings after each of the items listed below, which in your estimation best describes this student. In rating, consider the student in relationship to all other pupils in his grade group. Each item must be rated.

	Low	Aver.	High
1. Readily grasps and easily retains knowledge	1	2	3
2. Develops and expresses ideas logically and fluently	1	2	3
3. Shows skill in abstract thinking	1	2	3
4. Is intellectually curious, mentally alert	1	2	3
5. Assumes responsibilities and is persistent in his efforts	1	2	3
6. Possesses the drive and ability to work independently	1	2	3
7. Displays potential leadership qualities	1	2	3
8. Is physically energetic and vigorous	1	2	3
9. Shows marked emotional stability and self-control even when under stress	1	2	3
10. Is making an adequate social adjustment	1	2	3

Score \_\_\_\_\_  
Teacher's Signature \_\_\_\_\_

A chart used by teachers in the Buffalo, N. Y., school system in evaluating prospective honor students



**The School Census . . .** Vital to maintain our school's quality of education is the student census. Dr. Carpenter pleads here for a nationwide, continuing census service and Dr. Ringers reports how a local district's census can be improved through the effective use of automatically computed punched cards.

## A Nationwide Continuing School Census

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Education was and now is an essential part of the pattern to perpetuate our nation. To provide for the common defense and to promote the general welfare demand universal education. To provide for the common defense promotes the general welfare and likewise to promote the general welfare provides for the common defense. The two are interdependent.

An article in the *N. E. A. Journal* for May, 1956, by William Benton, entitled "Soviet Education . . . More Ominous than the Hydrogen Bomb?" gave us much concern. As quoted by Congressman Price of Illinois in the *Congressional Record*, "This is the cold war of the classrooms. And it is very dangerous."

The problems involved in meeting the cold war of the classrooms, however, seem insurmountable to many because of tradition, precedent, selfishness, lack of vision, and lack of a clearly defined policy of responsibility for what and by whom. There is also the failure to recognize the need of saving the world and America, rather than the local neighborhood only; failure to recognize that education is our first line of defense, and if it fails, all fails; the failure to recognize that to those persons serving as teachers in America has been officially delegated, and to no others, the sacred responsibility of passing on the heritage and contributions and processes of our democracy to succeeding generations; the failure to recognize that teachers must be highly trained for their positions, must be highly paid, and their welfare must be adequately protected by sick leave plans, tenure, retirement, and other welfare considerations.

The Federal Government now and in the future must continue to have an active interest in the education of the children of the nation who were born in one state and may migrate into several other states. Many children are lost in transfer, or through neglect may lose months or years of schooling.

Far outnumbered by the forces now seeking our destruction, it is essential that we prevent the waste in human power. Each one must be trained for service to his country and for his lifework. Do not overlook the high percentage of rejections of draftees because of failure to pass the Armed Forces Qualification Test. Too, do not overlook the fact that apparently we are losing the war of the classrooms.

There follows an abstract of an article written by the author in co-operation with one of his colleagues at the University of Missouri that considers items overlooked by many:<sup>1</sup>

"It seems reasonable that, if all boys are to grow into strong men who can serve their country, we must be interested

in their physical, mental, moral, and spiritual growth from birth, and see to it that services needed to allow this growth to take place are available and that all youth receive these services. . . .

"We need a nationwide continuing census and attendance service, administered through the several state departments of education. In each state accepting Federal aid, the state department of education should be required to divide the state into areas most advantageous in area and in population for continuous administration. . . .

"Each state board of education in the United States should create a department of census and attendance within the department for the administration of this continuous program. This department should serve as a clearing house for all changes in residence status within the state and transfers from other states and to other states. The state board of education

<sup>1</sup>Carpenter, W. W., and Capps, A. G., "The Function of Public Education in Universal Military Service," *School and Society* (March 17, 1945), Vol. 61, No. 1577, pp. 161-164.

**CHART A. Enrollment trends by grades in the Missouri public schools 1939-1955\***

Grade	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55
1	77,137	76,244	76,949	72,458	70,545											
2		63,464	64,076	63,353	59,624	58,810										
3			64,263	61,268	59,564	56,450	58,781									
4				62,475	58,199	57,781	56,159	57,378								
5					59,560	53,715	58,384	52,233	56,531							
6						57,493	51,121	55,723	48,782	54,588						
7							55,927	47,987	53,417	46,860	53,333					
8								52,691	45,594	50,863	45,060	51,627				
9									44,818	42,352	45,312	44,016	46,967			
10										39,397	37,954	40,772	38,435	40,874		
11											34,475	33,540	34,846	33,129	35,544	
12												31,684	30,157	31,820	30,060	32,730
GRADUATES												28,207	26,749	28,518	27,055	29,201
PERCENT OF HIGH SCHOOL GRADUATES OF GRADE 12**												88%	88%	89%	90%	89%
PERCENT OF HIGH SCHOOL GRADUATES OF GRADE 9												63%	63%	62%	61%	62%
PERCENT OF HIGH SCHOOL GRADUATES OF GRADE 8												47%	49%	49%	52%	51%
PERCENT OF HIGH SCHOOL GRADUATES OF GRADE 7												36%	36%	38%	31%	41%
PERCENT OF GRADE 9 OF GRADE 5												75%	79%	78%	84%	83%
PERCENT OF GRADE 8 OF GRADE 4												58%	56%	59%	61%	66%
PERCENT OF GRADE 5 OF GRADE 1												77%	70%	76%	72%	81%

\*Reports of Public Schools of Missouri, 91-106 inclusive.

\*\*Computed to the nearest per cent.

should be authorized to appoint a staff sufficient in size and adequate in training to administer the state continuing census and attendance program. The cost for the entire service may well be borne by the Federal government in whole or in major part, but administered entirely by the state and local school officers.

"Legislation should make it a responsibility of the parents to inform the local school superintendent for the birth or death of a member of the family. Parents should also be responsible for immediately reporting to the superintendent any change in residence of any member of the family up to the age of twenty-one. All persons over the age of twenty-one should be responsible for immediately informing the local superintendent of any change in residence. (In no other way can we be assured that every boy will grow into a strong man, able to assume his share of the defense of his country.) Movement of families is so great in the United States and so little has been done in keeping continuing records of children who move, that a child may fail to appear at school one day and not be located by school authorities for years, if ever. Then there are literally thousands of children who do not enter school on time, some of them many years late, because authorities do not know that they exist, or, for selfish reasons, do nothing about it. Parents should be just as much obligated to report changes to the proper authorities as they are to make an income-tax return."

The need of a nationwide continuing census is clearly seen from the published reports<sup>2</sup> of the percentages of fifth grade pupils graduating from the public high schools of the nation in 1931 and 1940. The survival rate increased from 25 per cent for the pupils graduating in 1931 to 43 per cent for the pupils graduating in 1940. The graduates of the nation's public schools in 1951 represented 51.8 per cent of the total fifth grade enrollment in 1943-44.<sup>3</sup> When individual states are considered, it is the great diversity among the different states that immediately attracts the attention of the reader. The four largest percentages of 79.7 for Wisconsin, 74.3 for Oregon, 69.3 for California, and 68.7 for New Hampshire are startlingly different from the four lowest percentages, namely: 33.2 for Alabama, 28.8 for South Carolina, 26.5 for Mississippi, and 22.4 for Georgia. Dramatically, this represents a potential loss of human power that cannot continue if we expect to remain free in light of our battle of the classrooms, and our shortage of trained professional personnel.

In reality, however, the problem is more acute than the above statements indicate. Startling as is the fact that the pupils who graduated in 1951 from our public schools represented only 51.8 per cent of those enrolled in the fifth grade in 1943-44 is the added fact that not all who start school in grade one ever reach grade five.

This is revealed for Missouri in Chart

<sup>2</sup>Foster, E. M., "Survival Rates for Pupils," U. S. Office of Education Circular No. 193, 1941, Figure 2.

<sup>3</sup>Gaumnitz, W. H., "High School Retention by States," U. S. Office of Education Circular No. 398, June, 1954, p. 11.

A.<sup>4</sup> This chart reveals that the percentages of first grade pupils graduating from Missouri high schools was in 1951, 36; in 1952, 35; in 1953, 38; in 1954, 31; and in 1955, 41.

The information published in a recent issue of this journal revealing lower percentages for other states than Missouri gives no satisfaction to Missourians but merely emphasizes the danger in our national situation. These figures for 1950 were for North Carolina, 20.8 per cent; Georgia, 13.2 per cent; South Carolina, 12.6 per cent; Tennessee, 17.3 per cent; Virginia, 21.7 per cent, and for the United States, 25.6 per cent.<sup>5</sup> Missouri's percentage of first grade pupils retained and graduated from high school in 1955, which is the last year for which the data were available, is unsatisfactory.

What becomes of the first graders of the nation who do not graduate from high school? When one takes into consideration

<sup>4</sup>Reports of Public Schools of Missouri, 91-106 inclusive.

<sup>5</sup>Ratliff, C. E., Jr., "A Comment on School Efficiency," AMERICAN SCHOOL BOARD JOURNAL, Vol. 133, No. 1, July, 1956, pp. 29-30.

the loss through death, through transfer to the various penal and eleemosynary institutions, transfer to private schools, the retarding influence of failure, etc., there still remain many unaccounted for. Some account for this difference through a piling up in the first grade, but why should this be? Others account for the difference in other ways, but the truth is we do not account for the difference.

### To Assure Quality of Education

Clearly on the basis of our national security as well as on the basis of equality of educational opportunity we need to know where the children of America are located, their advancement in school, their health record, their movement from school district to school district within the state and to and from other states. We need to know these basic facts in order to assure equality of educational opportunity to all and, what is also very important, to assure the perpetuity of our America. The outcome of the battle of the classrooms may depend on the establishment of a nationwide continuing school census.

## School Census With Punched Cards

JOSEPH RINGERS, JR.

Administrative Assistant  
Haverstraw, N. Y.

A well-organized census, properly maintained, will assist school officials to plan buildings effectively, employ faculty, and make such other provisions as are necessary for the number and type of children in their school district.

The Haverstraw, New York, school system for many years used a manual system for recording necessary information and for tabulating statistics. The organization of this information for state reports was a manual recording of "tick marks" under many different headings for each individual. This required considerable clerical work and provided only a limited amount of data. The Haverstraw school system includes a public high and elementary school, and a parochial elementary school with 1600 local children and 600 nonresidents enrolled. The geographical area of the census extends approximately one square mile.

Faced with a need to reduce the work load of the person who normally handled the census work, and with the need for more statistics for planning purposes,

superintendent A. J. Lynch directed his Administrative Assistant, Joseph Ringers, Jr., to consult with the International Business Machines Corporation to work out a punched card system. After a thorough analysis of the information required for the New York State reports and consideration of what data would be valuable for school planning purposes, a card was developed and a plan devised.

### First Year Operating Method

All original data for the census is secured by a house-to-house canvass during which the census taker uses a census card on which pertinent data is recorded. This original card is retained in the master file as long as the child attends school. It is a permanent record that should be retained in the school as long as the attendance registers are normally kept.

During the month of August, the census taker completes the census cards for each child in the district from newborn babies to age 18. These are sent to the IBM office at which service is arranged for

NAME										STREET ADDRESS										POST OFFICE										
SEX	DATE OF BIRTH	AGE	SCHOOL	GRADE	LANG	RACE	REL	SCHOOL DISTRICT	YEAR OF CENSUS																					
0000											CHANGE TO										00000000000000000000									
1111	LAST NAME OF FATHER OR GUARDIAN										FIRST NAME										NAME									
2222	LAST NAME OF MOTHER OR GUARDIAN										FIRST NAME										POST OFFICE									
3333	MAJOR DEFECTS										PROOF OF AGE										DATE OF BIRTH									
4444	BIRTH CERTIFICATE										PASSPORT										OTHER SATISFACTORY DOCUMENTARY EVIDENCE AT LEAST TWO YEARS OLD (SCHOOL)									
5555	BEFORE CHILD ENTERS SCHOOL										AFTER CHILD ENTERS SCHOOL										LANGUAGE									
6666	LEFT SCHOOL										REASON FOR LEAVING										RELIGION									
7777	NAME										STREET ADDRESS										POST OFFICE									

Two samples of the IBM card Haverstraw developed to facilitate the taking of its school census. The blank card (above) illustrates the various categories of information that the card records. A sample of the filled-out card (right) shows how the machine slots the card for rapid tabulation.

NAME										STREET ADDRESS										POST OFFICE										
ACCARDIO ANTOINETTE										342 BWAY										HAVERSTRAW N Y										
1111	LAST NAME OF FATHER OR GUARDIAN										FIRST NAME										NAME									
2222	LAST NAME OF MOTHER OR GUARDIAN										FIRST NAME										POST OFFICE									
3333	MAJOR DEFECTS										PROOF OF AGE										DATE OF BIRTH									
4444	BIRTH CERTIFICATE										PASSPORT										OTHER SATISFACTORY DOCUMENTARY EVIDENCE AT LEAST TWO YEARS OLD (SCHOOL)									
5555	BEFORE CHILD ENTERS SCHOOL										AFTER CHILD ENTERS SCHOOL										LANGUAGE									
6666	LEFT SCHOOL										REASON FOR LEAVING										RELIGION									
7777	NAME										STREET ADDRESS										POST OFFICE									

punching and imprinting of the data on the top section of the card. IBM then tabulates these cards listing all information before sending the list back to the census taker for verification. This verification takes place during the third week of school by checking the attendance registers against the list in order to verify the school in which the child is enrolled, his correct grade, current address, etc.

Corrections, if any, are made on the tabulation sheet and the list is returned to IBM where corrections are punched and printed on the cards. IBM then tabulates the cards to give all necessary statistics for the state reports and to furnish all desired statistics for school planning purposes. Some of these statistics are:

1. Enrollment, alphabetically by school, or by grade, or by school district.
2. Listing by street address order, and the streets arranged in alphabetical order.
3. Numerical totals by grade and by school to show sex distribution, languages spoken at home, religious preference (in the event a parochial elementary or high school is located in the area and children of that faith may be expected to enter or leave public school to attend that parochial school during their compulsory school age years), age, school district, or any combination of factors included in the punched card.

After the state report is completed and after the required tabulations are made, IBM sorts the cards alphabetically. At this time family lists may be prepared for the school nurse and attendance officer. The cards are returned to the school in

alphabetical order for use during the forthcoming school year.

Toward the close of the school year, the census cards are once again delivered to IBM where they will be sorted by street address and a list prepared in street address order for the census taker's use.

#### Maintenance During Subsequent Years

The census taker has the choice of carrying the individual cards or the street address listing of children with him when he takes the census. In either case, all that is required is that the street address be verified; new cards be made out for any new children by birth or immigration; or the leaving section be completed for any children who may have moved from the school district during the year. Any changes noted are recorded in the "change to" section of the card. These changed cards together with any cards for new children are kept separate from the main pile of cards on which no changes are noted. Cards for children who have not been promoted are also kept separate when the cards are sent to IBM for processing.

IBM automatically advances the child's age one year, advances his grade of enrollment one year, and advances the year of the census to the current year. For all cards on which the "change to" section has an entry, for new cards, and for "left backs" IBM will either correct the card or prepare a new one.

The same procedure is then followed as outlined before, except that IBM incorporates all cards for any one child in the alphabetizing, with the oldest card for each child in front of all his other cards because the handwritten data concerning

parents, defects, and proof of age are not recorded on subsequent cards.

#### Conclusions

This system will prove practical and economical for any school district in which there are more than 500 children. Although first year costs are slightly higher than subsequent years, neither is prohibitive—especially in light of the labor saved for school personnel and the wealth of planning data provided. Our experience has shown a cost of approximately 15 cents per child on the census. It is frequently true that one person takes the census from year to year in small districts, and he knows the procedure so well that he does a very efficient job, but, when that person requires assistance or must be relieved, it is difficult to train a new person, or to find where a new person may help in the manual operation. Machine processing of data not only makes this training job easier, but also eliminates a large portion of the errors which creep into clerical operations.

At the present time, the Haverstraw High School is experimenting with a procedure for applying IBM service to class and student scheduling, scholastic permanent records, and report cards. It is expected that this will reduce by 50 to 75 per cent the clerical work required of high school teachers. As this work progresses, data will be made available to interested persons. Also in the future, an attempt will be made to mechanize the clerical work involved in keeping attendance registers. If successful, this reduction in clerical work should help teacher morale by removing these tedious, nonprofessional operations from the teacher's job.



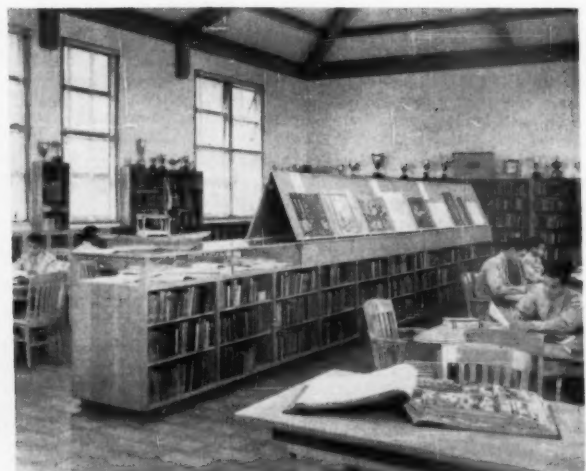


An air view of the Kamehameha school campus. The nine buildings comprising the new construction on the low part of the campus claim top rank among the nation's schools, in planning and construction. The School for Boys is in the middle of the campus with the girls' school occupying the top area.

A progressive school organization in an idyllic setting is the Kamehameha school, Honolulu's—

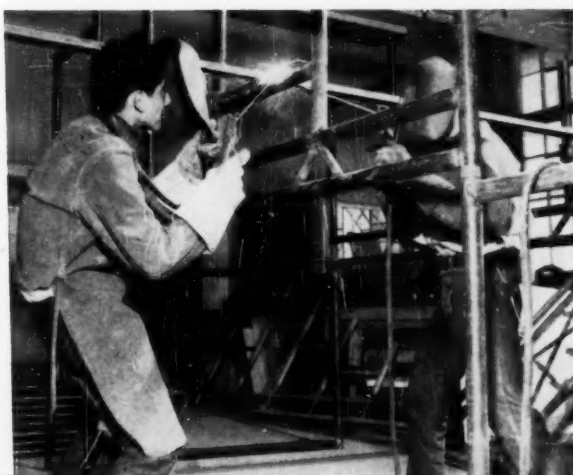
## School System in the Clouds

JOHN F. DELANEY, Chicago, Ill.



The administration building (left) at the Kamehameha schools with a portion of the downtown Honolulu shown in the background. A corner of the School for Boys library (right) is shown with military students.





Part of the field work in the agricultural shop (left) at Kamehameha is actual practice in plowing. A large share of the production requirements of the Schools is made in the shops, as shown by the students welders (right) engaged in working on playground equipment.

The mammoth Kamehameha school system in Honolulu, which today consists of a vast number of buildings sprawled over an idyllic, semitropical campus, was started in 1887 when the first school — "The Manual" — opened its doors. The last section of the system, the preparatory school for girls, was begun in 1892. Enrollment at that time numbered 37.

In 1954, the school, sole beneficiary of Princess Bernice Pauahi Bishop, boasted an enrollment of 1160 Hawaiian pupils. The curricula included: English, mathematics, social studies, science, art, music, physical education and health, religious education, practical languages, home-making, R.O.T.C., commercial work, and vocational training.

The general courses at the school furnish girls and boys with a well-rounded high school education. Vocational courses range from agriculture to printing, from Diesel engine repair to machine shop for the boys, and from book binding to teacher training for the girls. An upper grade feature for boys is the school's Reserve Officers Training Corps, with specialized courses in military tactics.

Recent construction in the system includes a million dollar classroom addition to the boys' preparatory section of the school. A library, dining hall, art room, home-economics room, and manual training shop are also included.

The president of the Kamehameha schools is a former Chicago school executive, Colonel Harold W. Kent.



Two illustrations of the home economics department of the Kamehameha girl's schools: bindery students (above) and meal time at the senior practice cottage.



# Incomplete Minutes of Board Meetings

STEPHEN F. ROACH

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Jersey City, N. J.

American courts have invariably held that the minutes of the proceedings of a school board are "the best evidence" of board action.

But it requires no great stretch of the imagination to note that the use of the comparative "best" implies a possible judicial acceptance of *some other form of evidence* of board action, should it be established that the existing board minutes are erroneous or incomplete.

An interesting case<sup>1</sup> involving this aspect of school board operations was decided in the Appellate Court of Illinois.

## Facts of the Case

Mrs. Compton, a teacher, alleged that she had entered into a written contract with the defendant school directors, to teach for the school year beginning September 1, 1953, and that she had continued in such employment until November 6, 1953, when she was discharged without cause. The contract, which by its terms was to be subject to the school laws of Illinois and the regulations of the local school board, was authorized at a meeting of the district board of directors held May 6, 1953.

The district's answer to these charges—so far as they are pertinent to the subject of board minutes—claimed, in substance, that the contract of employment was not recorded in the minutes of the board at the time of awarding the contract.

The plaintiff's position was that the contract was valid, that she had been discharged without cause, and hence was entitled to damages for breach of contract. The lower trial court had held in favor of the teacher.

## Issues of the Case

The specific issue (for the purposes of this article) might be stated: Was the teaching contract invalidated by the fact that the "ayes" and "nays" were not recorded in the minutes of the board at the time the contract was awarded?

Of more general interest, however, would be the broader aspect of this issue, namely: How far will the courts go in permitting "parole evidence"—i.e., subsequent oral testimony—to be submitted in order to substantiate an alleged board action, when the official record of such action is not to be found in the board minutes?

It will be with this aspect of the opinion that this article will deal.

## Findings of the Court

The court first noted that there was no dispute but that the contract was executed pursuant to action taken by the directors at a meeting regularly held, on May 6, 1953, and by order of the board; that Mrs. Compton was discharged within the contractual period; that she was ready, willing, and able to continue her employment at the time she was discharged; that all the directors had been present at the May 6 meeting; and that all of them had voted "aye" with regard to the contract's execution.

In its consideration of the sole point to be treated here—viz., the alleged invalidity of the contract, as originally executed, because the "ayes" and "nays" had not been recorded in the board minutes at the time the contract was awarded—the court's opinion was clear-cut.

The applicable Illinois statute provided, the court said, "that the clerk shall keep in a punctual, orderly, and reliable manner a record of the official acts of the Board," and that on all questions involving the expenditure of money, "the yeas and nays shall be taken and entered on the records of the proceedings of the Board."

"The presumption of law," the opinion pointed out, "is that public officers, including the Clerk of the Board, have done their duty and that their official required acts have been regularly performed, *until the contrary appears.*" (*Emphasis supplied.*) And in the absence of evidence that the clerk *did not* keep a record of the official acts of the board at the May 6 meeting—when Mrs. Compton's employment was considered—or that he *did not* take and enter the yeas and nays on the question of her employment on the records of the board proceedings, "we cannot assume he did not perform his official required acts." On the contrary, it was emphasized, "the presumption of law is that he performed his duties."

The burden of proving the contrary, the court held, must therefore be placed on those so alleging (i.e., on the defendant board of directors).

Moreover, the opinion continued, if there were no actual minutes of the May 6 meeting—as was conjectured by the clerk—"such is a matter which is not chargeable to the plaintiff [Compton]." Nor would such a fact be permitted to void "an otherwise valid contract properly

entered into as a matter of official business. . . . An inaccurate or incomplete Clerk's record cannot alter or control the fact of the official business actually transacted by the Directors at a regularly held meeting."

"The failure of the Clerk, if such occurred, to make minute of the official business and action of the Board," in the view of the court, should not be permitted to "defeat the action of the Board."

It will be recalled that there was no dispute as to what the action was. The testimony of the directors had shown that all of them had been present at the May 6 meeting, and that all of them had voted "aye" to the contract award.

After noting that the applicable statute did not make the record "supposed to be kept by the Clerk the only evidence of the action of the Directors," the opinion concluded that "parole proof is admissible to prove things omitted [from] the record."

"[It] does not follow that only the record kept or supposed to be kept by the Clerk can be used as evidence to prove that a contract was, in fact, properly entered into. . . ."

Therewith the court held that contract to have been valid, and affirmed the lower court judgment that had ruled against the school board and had granted damages on the breach of contract.

## Significance of the Case

The following significant legal principles would appear to follow from this opinion:

*First:* Until the contrary appears, the presumption of law is that the official required acts of members and officers of school boards are regularly performed.

*Second:* In the absence of evidence that a board clerk did not keep, in the manner required, the record of the official acts taken at a regular board meeting, the courts will assume that this official required duty was properly performed.

*Third:* The burden of proof that a board clerk did not keep the required record of a board meeting rests on those so alleging.

*Fourth:* An inaccurate or incomplete clerk's record cannot alter or control the fact of the official business actually transacted at a regularly-held board meeting, or defeat any board action there taken.

*Fifth:* The absence, from the minutes of a board meeting, of a record of a contract award—which award, according to subsequent oral testimony, was properly made—will not be permitted to void such otherwise valid action.

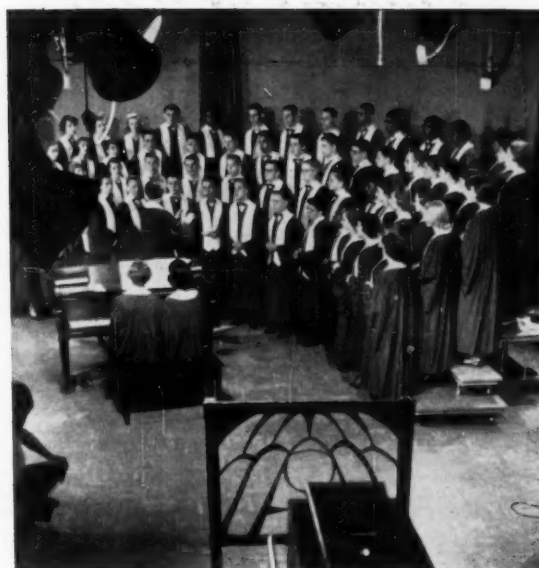
*Sixth:* Parole evidence is admissible to prove things omitted from the minutes.

<sup>1</sup>*Compton v. School Directors of Dist. No. 14, Whiteside County, Illinois*; cited as 131 N.E. 2d 544 in the National Reporter System.

# TV for Education in Chicagoland

HERBERT B. MULFORD

Wilmette, Ill.



— Photographs courtesy Chicago schools

Junior college courses in liberal arts for credit by television!

This promises to be the peak of accomplishment during the first year of full co-operation between the Chicago public school system and TV Channel 11 Station WTTW. So striking are the possible results that school officials elsewhere may be interested in the steps by which this end is achieved.

## Developing the TV Program

1. Three years of preparation to acquire, incorporate, finance, and staff Channel 11. A remarkably democratic setup for control of the association governing the station whereby any type of vested interest should not dominate this noncommercial, educational station. Sponsorship of 32 educational and cultural institutions of the Chicago area, of which 18 are specifically educational. Equally democratic method of financing the station by drives for individual contributions, though aided by foundations and corporation gifts. Initial

use of the TV studio and staff of the Chicago board of education. Widespread requests that patron owners of Station WTTW express their preferences for programs. Treatment of nearly every educational discipline over the air by film, kinescope, and live projection. In many cases programs supplied by staffs of sponsoring institutions and in some cases for academic credit.

2. As the experimental period from September to December, 1955, ended, WTTW moved to its new and superb studio in the great Museum of Science and Industry in Jackson Park, where it became a popular museum exhibit, as well as telecasting studio. Public relations in March, 1956, were directed toward a second popular financial campaign in both Chicago and adjacent suburbs over a radius of about 60 miles. In this campaign the public schools were an important factor.

3. As the convention of the North Central Association of High Schools and Colleges met in Chicago, delegates were

shown by television at their meeting place the working of the WTTW studio, a 15-minute lecture and demonstration on classroom physics, a similar period for a lecture on geo-politics, and 15 minutes of questions and answers by means of a studio panel.

4. Late in March general superintendent Benjamin C. Willis of the Chicago public schools asked high school principals and directors of vocational schools of the system to make arrangements for telecasting ten half-hour lessons each in physics and mathematics. This experiment ran from May 22 to June 5 and presented opportunities for school officials in several hundred independent school systems, both public and private, within WTTW's area to investigate television possibilities.

5. By coincidence at this point both school boards and their administrators in the suburbs awoke to the possible significance of TV for improved public relations in a rapidly growing suburban dilemma. The post office department published estimates that during 1956, in 130 neighboring suburbs, 80,000 new families would put great pressure on classroom loads. At the same time there was an exodus of many light industries from depressed Chicago areas into the roomier spaces of the suburbs. Would television be of any service in this situation?

Dr. Jown W. Taylor, executive director of WTTW, had made many speeches on this subject and then addressed a letter to several thousand suburban school officials through the auspices of the Tri-County Division of the Illinois Association of School Boards. This alerted these offi-



A panel-type TV program with Dr. Benjamin C. Willis, Chicago superintendent, presiding





Illustration of a studio and classroom scene in a mathematics course, one phase of Chicago's efforts in the educational TV field



cials to the experimental classroom telecasts, so that those so disposed might witness the techniques used by the Chicago schools. There is no device for measuring results of these public relations.

#### WTTW Telecasts

As these various experiments developed, questions began to arise in half a dozen categories. Was the WTTW signal reaching its potential viewers? What of its popularity in competition with well-established commercial stations? Was formal education by TV understood? What were costs and how could formal education be financed? What did school people wish from television? Did they know enough about what was going on over the nation to have significant opinions on utilizing this medium?

All concerned know there is powerful competition from stations of the National, Columbia, and Mutual networks. "Soap opera" and slapstick are top favorites. By comparison the great Shakespearean productions, occasionally other significant theatrical events, political conventions, and such like, dwarf WTTW. As straws in the wind a few figures may illuminate the problem of noncommercial educational TV. For a few weeks the services of the Chicago Sunday Evening Club were put on the air and estimates were that 50,000 people saw and heard them. At the evening dinner hour fine recorded music rated about 30,000 and prompted its extension from a hour and a half to two hours. "Eins, zwei, drei," a kinescope recording from Iowa State College, was accompanied by a small textbook which sold about 7000 copies.

As we go from the most popular to the most formal types of programs, there seems to be a further competition between broad "culture" of many types from art and music, to humanities and world politics, and the programs which call for plodding study of formal character. Here

there are wide varieties. But at this time we are concerned primarily with the formal scholastic experiments.

Much depends upon costs. The North Central Association delegates were told that the overhead cost for the telecasts were about \$400 an hour. As for the work of preparing the programs by the sponsoring institutions, they were told that it took the better part of four days to prepare for a 15-minute lecture and demonstration on physics. The later experiments with half-hour programs in physics and algebra called for full-time occupation of the lecturers both in preparation and in rehearsals. The approaching junior college programs by the Chicago schools will be financed by a foundation gift of \$165,000.

There is a sharp contrast between needs and possibilities in the schools of the city of Chicago and in those of the suburbs where there are hundreds of independent public and private school systems. Discussions between leaders among school boards, elementary and high school administrators, and universities bring up differences in ideas. There is the possibility of expansion of the type of TV use envisaged in "closed circuits" of the foundation-financed experiment in Evanston Township High School. There is a broad concept of use for adult education. There are plans for in-service training of teachers to upgrade those on probation and thus to enhance salaries. It is popularly assumed that in-school programs reported from possibly a dozen larger cities now served by some 20 Channel 11 stations over the country will be common classroom procedure within a few years. As yet there is no real consensus that fits all situations.

#### A Program for the Future

Having many of these matters acutely in mind, suburban leadership decided to do something about their own problems

in March of 1956. Small committees were formed out of Tri-County School Boards, the Superintendents' Round Table of Northern Illinois, and the High School Conference. As preliminary, these three committees met separately to discuss first steps. Then they met together and finally the composite group late in June met with executives of Station WTTW. Three steps toward a long-time program were recommended:

1. The appointment of a full-time coordinator by Tri-County School Boards to contact boards and administrators over the whole telecasting range of WTTW to determine what is needed and practical in educational TV.

2. Opening a place among the formal advisers of WTTW for a professional representative of the Superintendents' Round Table. Heretofore the absence of such a delegate has been due solely to the need to pick the effective organization most representative for such services from suburban public education of the whole area.

3. The immediate preparation for a big television demonstration before representative school boards and administrators of all the suburbs. For many years Tri-County School Boards have conducted three major conferences yearly at fall, winter, and spring. Usually half a dozen workshop conferences for groups are held in the afternoon on various pertinent educational problems. In the evening at a large dinner which attracts 600 to 700 people, an inspirational speaker raises the sights of both board members and administrators to their responsibilities. This year, in October, it is planned to have the speaker, who will talk on the great population trends, conduct his feature through a television demonstration similar to that provided earlier in the year for the North Central Association of High Schools and Colleges.

## Successful School Desegregation

ROBERT L. GRAY

Silver Spring, Md.

**This advice on successful school desegregation from three experts will help school boards use the best, positive public relations approach . . .**

To argue the merits of school segregation versus desegregation, at this late date, would be as pointless as trying to put toothpaste back in the tube.

School boards desiring to comply with the Supreme Court decision should be provided with some coaching on how to tackle what was, until 1953, an unprecedented assignment.

The school superintendent contemplating desegregation will find comfort in his seemingly lonesome role. There are some early pioneers in this field who have experienced successful school desegregation. A school superintendent can turn to these pioneers, study their words, and isolate a few first facts that were necessary to their success in what is essentially a community relations job.

### Successful Factors

Early this year The Fund for the Republic agreed to bring together at the American Public Relations Association's National Conference, in Washington, three school desegregation experts, to focus the public relations profession on factors present in school desegregation successes.

The specialists who responded to APRA's invitation were Miss Irene Osborne, consultant to the Southern Regional Council in Atlanta, an interracial group that has set up councils on school desegregation in 12 southern states; Dr. A. D. Albright, director of school services at the University of Kentucky, who has recently completed a desegregation study for Peabody Foundation; and Dr. John Fischer, superintendent of public instruction in the Baltimore public schools.

Miss Osborne reported that since the Supreme Court decision in May, 1954, 537 school districts have undertaken programs of desegregation. She urged care in the wording of early statements by school

officials. According to Miss Osborne, "The sounds of alarm and hysteria are invariably from places that haven't begun their programs."

She stressed that "The main public relations problem here is public fear that somehow things are going to be bad or get worse. Pronouncements that come from official sources should relieve anxiety and give a note of belief."

### Sensitivity to Negro Feelings

"The tendency has been," she continued, "to talk only to white groups, thinking that the white community won't accept the change. And there has been a kind of irresponsibility about how statements may sound to the Negro. This has made the Negro people feel that they were somehow 'the ordeal.' Include a note of consideration for their education."

"On the eve of his desegregation program one school official," said Miss Osborne, "was quoted by the press as saying, 'We think this is the worst ordeal we have ever had to face.' This was demoralizing to the teachers in suggesting that they had a terribly hard job to do."

Miss Osborne advised that the right note to get over to teachers in workshop sessions and in statements by supervisors is: "We know we can do the job. We have confidence in you. Your experience as teachers will stand you in good stead. Nothing is fundamentally changed. Go on being a good teacher and you'll do a good job."

"Since we do have organized opposition to desegregation," Miss Osborne said, "there is always the possibility of groups trying to see how far they can go in making the policy makers back down."

### A Positive Approach

"The first rule is to believe in the thing you are doing. Let everyone hear

a note of conviction in the way the plans are announced," she said, "the way school people talk about it, the kinds of speeches they make about it, and the kinds of things they allow to appear in the press."

"Conviction is carried when you present the fact that 'We have a good school system, we have the people in our system who will be able to do a good job with this, we believe we will have a better school system and we look forward to active support from the rest of the community.'"

"It is very important if active trouble is started that you get a reaffirmation of the program."

Miss Osborne felt that the statement of the Washington, D. C., school board was very good in that it spelled out in words of unmistakable intent that "We'll operate the school system without discrimination against any child in any matter pertaining to his relationship to the school system."

She added that they established the very same thing clearly for personnel, which primarily means with regard to teachers, and ends up declaring that "The full powers of the Board will be used to hold to our stated purpose and we call on the community and the help of the Almighty in accomplishing our goal."

"This has some ringing words to it," said Miss Osborne, "and it has an appeal to the decent thing in people."

"A part of sounding sure of what you are doing," she said, "is to avoid giving out decisions to the public piecemeal. It leaves the community dangling. This inspires opposition and encourages organized effort against the decision and can very well increase tensions within the community."

"Announce only a *complete* plan that the board has carefully worked out with the administrative staff in private session."

"We have learned," she continued, "that

it is not wise to hold public hearings on school desegregation. Normally you would want to have full and free public discussion. But hearings are going to be inflammatory these days. In the more southern areas people are afraid to say what they think. It may be much easier for the anti's to come out and carry on than it is for the pro's to stand up and speak a meaningful piece.

"I think if there is a feeling that the community should be involved in the planning there are two ways to do it," Miss Osborne said. "One, is to form an official advisory committee, which many communities have done; and the second way was worked in Washington in 1953 where individuals and groups were invited to write in their views on how they would accomplish the mechanics of desegregation in the event it should be undertaken.

"You owe it to community morale," she said, "to think through a complete plan a few months behind closed doors. Thereby you gain a readiness to be consistent in policy statement, implementing orders, statements to school officials, teacher workshops, in press releases, and in what is said to reporters."

#### **Vital Public Relations**

Dr. A. D. Albright, in giving advice to public relations men and women, based on his experiences at the University of Kentucky, said:

"PR can have an important part to play in school desegregation in the many separate southern regions.

"There is now a serious block to working out a harmonious solution—the lack of two-way communication between whites and Negroes. If we are really concerned in getting a basic understanding, it can be done most effectively in small groups. That is a public relations job—getting the small groups together."

Dr. Albright illustrates this by his own experience. He was a member of an advisory group appointed by his home county's school board to study the problem and plan for carrying out the Supreme Court ruling.

The committee held meetings once or twice a week for six months; heard white and Negro citizens and representatives of white citizens' councils, the National Association for the Advancement of Colored People, the Farm Bureau, and the local Chamber of Commerce.

"There were no hearings," Dr. Albright said. "These persons simply came in and met with the committee, and the committee asked for their advice and judgment.

"The committee came up with a recommendation for desegregation, the school board received it and held a series of small group meetings.

"When the change-over occurred there was very little opposition, though in the beginning people in that county would not have felt that their schools could be desegregated."

Albright warned against holding a mass meeting on desegregation in the South "unless you really want to tear things up."

#### **How It Worked in Baltimore**

Dr. John Fischer, superintendent of Baltimore schools, reinforced Dr. Albright's final comment by saying, "In Baltimore we didn't debate desegregation, either in the board or publicly, because we assumed that you don't debate decisions of the Supreme Court."

On June 10, 1954, Dr. Fischer, at a special meeting of the school board, recommended the administrative arrangements necessary to implement their policy decision.

Fischer said to his board, "First, we will continue to operate our schools exactly as in the past with the single exception that race will no longer be a pertinent question to ask before any decision is made concerning a child. Second, staff members will be assigned without regard to race, but strictly in terms of relative merit.

"In the past," Fischer said, "relative merit was considered as rank in two lists—a white list and a colored list.

"We said that with respect to the transfer of pupils from school to school that if a transfer appeared desirable and the two principals of the schools involved agreed, the transfer was effected. If the two principals could not agree, the matter was referred to the appropriate superintendent and he decided.

"These proposals were immediately publicized within the staff and to the entire community through press, radio, and TV."

On June 14, Dr. Fischer spoke to a meeting of the city's entire teaching force. At this meeting he told them: "We are simply carrying on the line of development which has been going on in this country ever since we hit on the idea that it is good for men to be treated equally.

"We have frequently lagged in our behavior behind the principles to which we have said we subscribed, but we have been pulling our behavior up to the level of our principles, year by year."

#### **No Forced Enrollment**

A key factor in the community acceptance of Dr. Fischer's brand of desegregation is revealed in his statement that "We will open all the doors of our schools to all children, but we would neither push nor pull a child through the door."

Dr. Fischer said, "If it is wrong, as we believe, to manipulate children by segregating them, it is equally wrong to manipulate them for the purpose of creating integrated situations. The important thing is to provide equality of opportunity for children to go to schools right and convenient for them."

In 1954 when Baltimore schools were opened, the enrollment was about 87,000 white children and about 57,000 Negro children.

"None of our high schools were dis-

tricted," Dr. Fischer said. "Only a few of our elementary schools are districted to reserve certain crowded schools for children who live nearest to them.

"We had some picketing early in 1954 that lasted for about three days, affecting eight of our 175 schools. The matter was settled by the firm action of our Police Commissioner and by the happy discovery that we had an old law on our books that says it's a misdemeanor to disturb any public school in session."

Dr. Fischer concluded, "We have not attempted to build up any program which we then had to sell to unwilling purchasers."

#### **Right Type of Publicity**

Miss Osborne was asked how it is possible to avoid publicity during the beginning stages of a local desegregation plan.

"It just isn't possible to soft-pedal all the way," she answered. "I don't think we can ask reporters not to cover, but it is important to counsel administrators and board members against what we might call loose talk. Counsel instead the importance of looking for and stressing the good, solid, successful achievements and avoidance of stress on the negative factors.

"So much that is written now in northern papers as well as southern papers would give anybody the feeling that the entire community or the entire white population is opposed to desegregation. This is simply not so.

"In the course of the weeks since the Tuscaloosa affair where there was throughout the South a noticeable increase of tension, I was traveling in deep South states during that period. I found that with talk in community after community good, sensible people were interested in reading school desegregation literature, wanting to do something, but awfully scared and stymied because of the hysteria in the air and the attitude of so many officials in the southern states.

"The support is there but it's not so well channeled as in border and northern areas."

Dr. Albright brought out the fact that industrialists are concerned with conflict in the community. "They do not like things in a turmoil all the time," he said. Albright recommended that the southern industrial public relations man indicate a feeling of the atmosphere of interrelationship necessary to his plant in the general community, an expression devoid of any commitment to integration or segregation.

Throughout the reports of Miss Osborne, Dr. Albright, and Dr. Fischer there is evidence that school desegregation plans are most fragile at their beginnings. These programs must be executed with a sure and steady hand, sensitive to community relations.

The information of these specialists, in the hands of interested school boards across the nation, may ease many communities through this mandatory transition.





Illustrations to add punch to stories about health and science studies in your schools

## How to Help Your Town's Editor

JAMES R. IRVING

Director of Public Information  
Scientific Apparatus Makers Association

You'll be interested in one of the basic conclusions of the Educational Reporting Conference recently held at Harvard University: "Education is a big story. It has high readership. It concerns all children, and therefore all parents."<sup>1</sup> And, interestingly enough, you hold the key to making it an even bigger story in your *local community*. For no matter the abundance and impact of many nationwide campaigns on behalf of education, there's no substitute for the "grass roots" approach—a story and interesting picture telling about *your school in your local weekly* or small daily newspaper. After all, names—the community knows—make news.

Link these names with your classrooms and you have a story your editor will be happy to use. Or as D. K. Woodman, editor, The Mansfield (Ohio) *News-Journal*, told an Ohio State University, College of Education audience,<sup>2</sup> "Remember this:

anything that's unusual is news. The more unusual it is, the more newsworthy it is."

Truly, it is more than a little appalling to note that in a country so dependent upon scientific, sociological, and technological understanding (which again *begins* at the "grass roots" level), papers are carrying very little, if any, news about the backbone of your curriculum. A recent state-wide survey, conducted over a period of one year, points this up in dramatic fashion. "Curriculum" combined with "Teaching Methods" didn't account for more than 0.71 per cent of Michigan daily newspapers reporting school news and weekly paper coverage of the same categories didn't score higher than 0.3 per cent for the same subject groups surveyed.<sup>3</sup> ("Athletics" scored 41.5 per cent of the dailies' school coverage and 26.4 per cent of the weeklies.)

The Michigan Communications Study goes on to point up that, "it is these rela-

tively neglected subjects that constitute the *real* business of public education."

While the school's laboratories—especially project time or when getting ready for the local or state science fair—lend themselves particularly well to interesting story and picture coverage, there's a *good* story in every classroom. How you teach reading, a gaily costumed foreign language project, unique homemade visual aids, the student social studies forum; all and each are equally as newsworthy and interesting to the readers of your town's paper.

### Steps in Supplying School News

The first step, of course, in any program dealing with supplying classroom news to your local paper or papers should begin with clearly established and agreed upon policies and objectives between teachers and school administrators. They should be fully informed always. Communications between the classroom and local newspapers are generally destined for failure when the printed story ends up as a "surprise" on the superintendent's desk.

<sup>1</sup>Report of Educational Reporting Conference, Harvard University, July 25-August 13, 1955.

<sup>2</sup>"Editor Advises Schools on Editing News," *Editor and Publisher*, July 23, 1955, p. 50.

<sup>3</sup>*What Michigan Newspapers Tell About the Schools*, Research Report No. 10, School of Business and Public Service, Michigan State College.

Second, teachers planning classroom stories should meet with your town's editor or editors. You will find these people most co-operative and interested in your willingness to help them tell about the "real business of education." Remember, they have a number of reasons to want more and better school news. And many times they are severely hampered in their quest for this news due to lack of staff help and otherwise loaded reporter assignments.

How often your local editor must act as reporter, press man, circulation manager, and advertising director. He is truly a busy man. He will welcome classroom teacher help in covering some school news.

### What's News?

Your editor will consider any of the following topics newsworthy:<sup>4</sup>

1. Field trips—The modern classroom extends beyond the four walls of the school, local business firms co-operate with the schools.
2. Guest teachers—Parents have unusual talents to contribute to the schools, the schools and the community are partners in education.
3. Health activities—The simple fact that we are teaching health in school.
4. Teaching methods—Methods change with the times but do not ignore fundamentals.
5. Special projects—How students co-operate with local community campaigns, the younger generation isn't going to the dogs.
6. News from the teachers—Election to state, regional, or national office of educational group, publishing of articles, books, speaking engagements, teacher retires, etc.
7. News from the students—Honor rolls, students are learning and learning well, we can be proud of our school's "product."
8. News from the administrative activities—Administrative personnel activities, system-wide test results, school board actions, planned changes in curriculum—to name a few.

The editor will probably have a few more suggestions on what he considers newsworthy, but the above list will be a good starter and indicate an appreciation of what he's looking for.

As two or more teachers teaching the very same subject may have different approaches, techniques, methods, etc.; editors in the very same community may vary in their particular evaluation of what is news and how it should be handled. Ask about this. The writer of school news should learn exactly what the editor wants, how he likes the story to be handled, how your school can serve him as in *individual*. This personal treatment of editors pays big school news dividends.

Just one further—and very important word—when dealing with editors:

1. Let's strike the word PUBLICITY from our vocabulary. Papers are interested in NEWS. Publicity is usually advertising in one form or another and should be purchased at regular advertising rates. Schools are not in that business. *Schools should be reporting school news.*

<sup>4</sup>Pipeline to Editors, Michigan Communications Study, Michigan State College.

2. News and article deadlines may vary when there is more than one paper in your community—especially in the case of a weekly and a daily. Of course, it's very easy for the daily to scoop the weekly paper on news. Diplomacy on the school's part when working with the press would dictate arranging for news to "break" on the same day in both daily and weekly paper. You wouldn't want to run warmed-over news—neither does the editor of your weekly paper.

So, the teacher's entire communications idea has been cleared with the department head or supervisor and administrator. The teacher has met with the editor and he's enthusiastic about receiving news from your classrooms. Here are a few basic mechanical rules to follow when preparing a news story:

1. Editors insist on accuracy. Stories written in longhand invite errors. Type the story, double-spaced, on one side only.
2. Use plain white 8½ by 11 in. paper—not school letterhead.
3. Type teacher's name, address, and telephone number in the upper left-hand corner of the first page. This will identify a specific individual as the source of the information—just in case the editor has a question.
4. The actual story should be typed about one third of the way down the page, so as to leave room for rewrite instructions.
5. The lead (opening sentence or beginning paragraph) should answer the five W's—Who, What, Where, When, Why, i.e. If space limitations prevent using more than your opening or first paragraph, would you still have the complete story in that opening statement or lead?
6. Keep the story short—one page, preferably. If the editor wants more details, he'll ask for them.
7. Don't use technical terms or abbreviations. Editors will not read—much less print—the story if it requires an expert to understand.
8. If the story is to be released for publication when issued, the story should have the date in the upper right-hand corner of the page and the words FOR IMMEDIATE RELEASE in the top left-hand corner. For news of a speech or other event to happen on a certain date—type the actual release date. (For Release Saturday, June 9, 1956, for example.)
9. Number all pages of story on top of page. Always place the word MORE at the bottom of each page except the last. Use an end mark to close your story—for example—the figure "30" or -0-. The words THE END may also be used.

While the above mechanics of reporting any story are important, style, slant, personality as a storyteller makes the story. Remember, the writer is a reader in reverse. What we like, he will like. Writing is simply the writer and the reader on opposite ends of a pencil; they should be as close together as that.<sup>5</sup>

### Illustrations for the Article

With people actually reading pictures instead of words, a picture is worth 10,000 words—upped, you'll note—from 1000

<sup>5</sup>What Does the Reader Like? Chemical and Engineering News, Jan. 23, 1956.

in recent years.<sup>6</sup> Provide good glossy, high contrast 5 by 7-inch or 8 by 10-inch pictures with your story where at all possible. Snapshots won't do although many excellent news-size pictures can be had inexpensively from ordinary roll film negatives. Pictures clipped from another paper can't be used.

Editors are looking for action, not posed pictures. Most newspapers want close-ups—head and shoulders or waist up. Avoid group scenes—editors avoid them like the mumps. Two or three persons in a picture are enough and children are invariably more attractive than adults, girls more appealing than boys and a boy with a patch on his dungarees has greater appeal than a lad dressed as Little Lord Fauntleroy. A picture of a youngster in pigtails and bows is better than one with a formal hair-do. Further picture "dos" and "don'ts" might well be discussed with your local editor.

One suggestion—in the case of a weekly paper, where the price of a single cut nearly equals the price of a year's subscription to the paper—it may be well worth it to pay for the cut. The cost of anywhere from \$3 to \$5 may be the deciding factor between the picture's use or failure to appear. Public-relations minded administrators will gladly authorize such small expenditures and alert school boards will be quick to see the value of such an "investment" in better school-community communications.

### When Your Story Will Run

Good luck on your first classroom teacher-initiated story. And, always remember an editor may very honestly and sincerely promise the story will "run tomorrow" or "next week" only to be caught up in such a chain of circumstances that prevent him from keeping his promise—or using it at all. A local catastrophe, accident, a national emergency may force him to change his plans at the last minute. In fact, "tearing up" the entire front page with but minutes to go before press time is all a part of the newspaper business. (Yet, in few instances will you find men and women to whom a "word" or "promise" means more. Professional integrity is the lifeblood of newspaper people.)

In fact, it may have been just such a state of circumstances—having to "kill" the school story—that literally forced a conscience-stricken editor to write:

### DON'T CRY LITTLE STORY<sup>7</sup>

"But I can't use you," and he shook his head. "Advertisements this week I have too few. Forcing me to drop a page or two."

"Then that big story came up, you see, And took the space of more than three. The pages are cramped and can't expand, So in the wastebasket you must land."

"Don't cry little story, please don't cry, Can I help it if there you lie With precious hours gone to naught In preparation and careful thought?"

"Not every story suffers your fate, So tell your successor not to be late. Maybe next week he'll hit page one To show you that it can be done."

<sup>6</sup>Pipeline to Editors, Michigan Communications Study, Michigan State College.

<sup>7</sup>Ibid., p. 59.

# Concepts of Administrative Leadership in Business, Industry, and Education\*

HENRY TOY, JR.

Director, National Citizens Council for Better Schools

When Dr. Donald Ross asked me to talk with you this evening on the subject of "Concepts of Administrative Leadership in Business, Industry, and Education," I did not realize what a difficult assignment I had accepted. It's not possible for me, in the time to which I have restricted myself, to cover the entire field of leadership. Instead I intend to discuss with you what I believe are some of the more important elements.

First, we might start with a definition of leadership. Leadership, in a very real sense, is the act by which people are encouraged to advance toward some goal or purpose. In nondemocratic actions the goal or purpose is established before the leader attempts to lead. But in a democratic situation the goals and purposes are understood by the workers because these goals are defined and approved by the workers themselves.

In defining these two types of leadership I have referred to the democratic and undemocratic forms. Therefore, to avoid any misunderstanding, it might be worthwhile to take a moment or two to define democracy in the context of its application here. American democracy recognizes that some form of control of people is required. Our democracy assumes that when control is placed in the hands of all its citizens who are eligible to vote, regardless of their differences, the control is likely to make life seem to be well worth living. Therefore our democracy becomes control by consensus. With control by consensus it is necessary to establish trust in the people. This is possible without danger because we have established a universal education system to educate people to think for themselves.

Up to this point I have identified the conditions of democratic leadership which, by the way, is the only kind of leadership that I intend to dwell upon from here on out. I have done this because I want to

limit the field and also I believe that the people of our country, and particularly school board members, should seek that kind of leadership which is most likely to develop men and women who will work together for progress. This concept of leadership requires certain principles to be followed. There are 12 which seem especially important to me.

## Twelve Democratic Characteristics

1. Leadership should be characterized by a complete understanding of the meaning of democratic control, of the forces which are involved in the problems to be tackled, and the nature of the learning which must take place as the group moves toward its goal.

2. It's not enough to just understand the meaning of democratic control—leadership must be committed to achievement of the goals which arise out of this understanding. The second principle, then, could be stated as follows: Leadership should be characterized by positive commitments to democratic control as the best and most desirable of all known forms of control. This would mean that the leader should have an abiding faith in people—in human intelligence and responsibility. He would believe in the worthwhileness of orderly change as essential to progress and that he, himself, would be a part of and not separate from the group with which he is working.

3. Under this form of leadership an important principle for a leader to follow is that of taking the problems in inverse order to the probability of creating controversy, yet always taking the crucial nature of each problem into account. This merely means that to the extent that priorities are not overlooked, a good leader will not foolishly encounter the most controversial problems first but will build faith and respect by taking the least difficult ones first.

4. A good leader will be skillful in making inquiry, in analyzing the situations in which he and his group are to function,

in discovering the attitudes, beliefs, and commitments of the individual members of the group, in collecting all the facts and information which bear on the solutions to the problem in mobilizing these attitudes, beliefs, facts, and information in helping the members of the group to develop agreement and plans of action.

## Helping the Group

5. There are three methods for a leader to follow in helping to bring his group toward the determination of and action toward a goal: (1) The leader may compel the group to seek his purposes. (2) He may sacrifice a few of his goals and at the same time put up with a few which are not his for the purpose of bringing the group together. (3) Or, he may help the group to study the entire problem with the intent of arriving at its own agreements and plans of action. If the last is applied as a principle, it provides the greatest promise for achieving proper ends in democratic control. An important principle of leadership, then, is imagination and a willingness to assume risk. We have all seen many intelligent men who are able to be great contributors in some important area yet fail as leaders simply because they lack imagination and especially are unwilling to take risks. This trait usually marks this person as a follower rather than a leader.

6. A good leader, even in a high echelon position, should be a member of the group rather than external to it. We have often seen business leaders, school superintendents, principals, and other administrative officers who, because of their skepticism of "democratic administration," fear that their positions would be weakened and therefore hold themselves aloof from the group.

7. Unfortunately many people feel that democracy is all right but it is slow and inefficient. I say "unfortunately" because I know that people desire both democracy and efficiency, and we naturally are in a terrible dilemma if we feel that they cannot go hand in hand.

\*Text of an address delivered at the school board dinner of the Metropolitan School Study Council at Columbia University, Teachers College, New York City, March 21, 1956.



**"The democratic base of excellent management . . . requires an evaluation of the operation rather than of the individual leader. . . ."**

We have examined the concept of democracy, so let's take a moment to interpret efficiency. It seems to me that come people believe that efficiency is that quality which produces results which are good in the *absolute* sense with the least expenditure of energy, materials, and money. This would mean that it would be a mistake to trade in an old car until it just absolutely would not run. It would be a mistake to buy up a patent to protect one's own product. But there is another and, I believe, more acceptable interpretation of efficiency, and that is that quality which produces results with the *least* expenditure of human energy, materials, and money.

8. An important principle of leadership is to be familiar with all of the resources available to the group.

9. An absolute principle of good leadership would be to help the group to fully understand and appreciate the limits within which it has the power of final decision.

10. A good leader will follow the principle of using the differences of opinion within the group to create new solutions.

11. To follow these other principles, a good leader will always plan carefully in advance of an undertaking. And finally—

#### **Evaluation Important**

12. An over-all important principle, it seems to me, for a good leader to follow is to assist the group in evaluating its achievements or lack of achievements.

The democratic base of excellent management, whether the management happens to be industrial management, institutional management, or educational management, requires an evaluation of the operation rather than of the individual leader. In many respects this examination can cover the same areas for each of the different types of institutions.

For example, an evaluation of industrial management should include an examination of its economic function. How well does the company play its part in our national economy? What would be the approximate loss which would be felt locally or nationally if the production and marketing of the company's products or services were discontinued?

In relating this same kind of examination to a nonprofit institution, such as a hospital, or an organization, such as the National Citizens Council for Better Schools, the counterpart of economic function would be its social function. These organizations are dedicated to a goal other than earning a profit. They do not expect financial return but they do expect that the money and

effort they expend will be devoted efficiently to the purpose for which the organization had been established. Therefore the examination here should be to determine the extent to which the purposes of the institution actually contribute to society, especially with a view toward the contribution it makes—a contribution which cannot be accomplished by private business or government. The counterpart of this functional investigation for education we could label as academic function. What contribution does the school or college make to its community, its state, and its nation?

Another area that should be analyzed in all of these various groups is that of corporate structure. Although the function of authority in a corporate structure is generally a rather clearly understood concept, the size of companies, the markets in which they work, the caliber of people they have to fill top posts vary so that constant reappraisal should be made to make certain that the flow of communication throughout the organization is effective. Equally important here is the effectiveness of the delegation of responsibility.

#### **Service to Stockholders**

In industry, another important evaluation would be the health of earnings. Although the nonprofit institutional organization or the educational organization does not have the health-of-earnings yardstick, it can examine itself from the standpoint of health of growth. Has its staff development, its facilities development, and its growth in scope and activities been properly performed? In the care of an educational institution, has the growth of staff and facilities kept pace with the uncontrollable growth in enrollments?

Another area where the different types of institutions have a common function and can be examined is in the field of service to stockholders. How well has the leadership balanced the needs of customers, the problems of expansion and other policy considerations, with its stockowners' needs? In the nonprofit organization, the service to stockholders could be defined as service to sponsors. Has the management carried out its responsibility to those who have provided the funds? What is the relationship of overhead and operating costs to total income? What is the judgment of donors regarding the management performance? In the educational field this area might be called service to community and/or service to its alumni. How well do they understand the problems facing the educational institution? How ready are they

to support expansion programs and improvements?

Another very important element to evaluate is in the field of research and development. In nonprofit and educational institutions as well as in industry it is important to find new and better ways of servicing customers, new and better products, and new and less expensive ways of operating.

Fiscal policies of any organization, profit making or otherwise, need to come under careful analysis. In the nonprofit institution, how effective are the fund-raising programs, what provisions are being made for periods of depression, how effective are budgetary and other internal financial controls? How effective are the internal budgetary and cost controls?

In business, production efficiency is an important area for evaluation. Is the company always alert to new methods to increase productivity? Is the management a leader or a follower in this area with respect to its competition? In nonprofit institutions and education, the counterpart of production efficiency is operating efficiency. How up to date are its systems and methods for handling administration and internal and external communications? What is the historical trend in cost and expense of staff activity in relation to total activity?

#### **Evaluation of Executive's Role**

And, finally an evaluation of the executive's role. Do the employees work together in harmony? Are they conscious that each of them is part of a joint endeavor? Is thought given to the development of successors? In the case of educational institutions the executive evaluation is important but equally important is an evaluation of academic leadership. How well does the preparation and experience of the faculty compare with other schools or colleges?

You will note that this evaluation covered, to only a small degree, analysis of the man or men doing the leading but, to a much greater extent, an evaluation of the effectiveness of the institution in which they were serving. It would be a lot better if an optimum rating could be placed on each of these functions so that in rating an institution it would be possible to come to some score. I believe that this is possible but recognize that different ratings would apply to functions as between the three different types of institutions I have mentioned. Because I am merely introducing a concept of leadership rather than proposing this as a last word, I will leave it hanging in mid-air.



Front and rear views of the Newton high school, Newton, Iowa — Karl Keffer Associates, architects, Des Moines, Iowa. B. C. Berg is superintendent of schools at Newton.

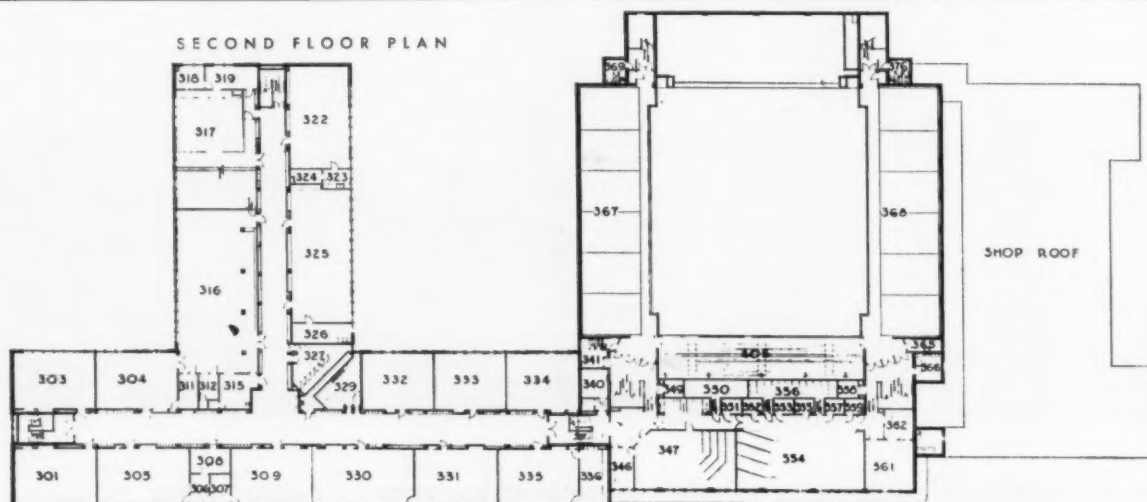
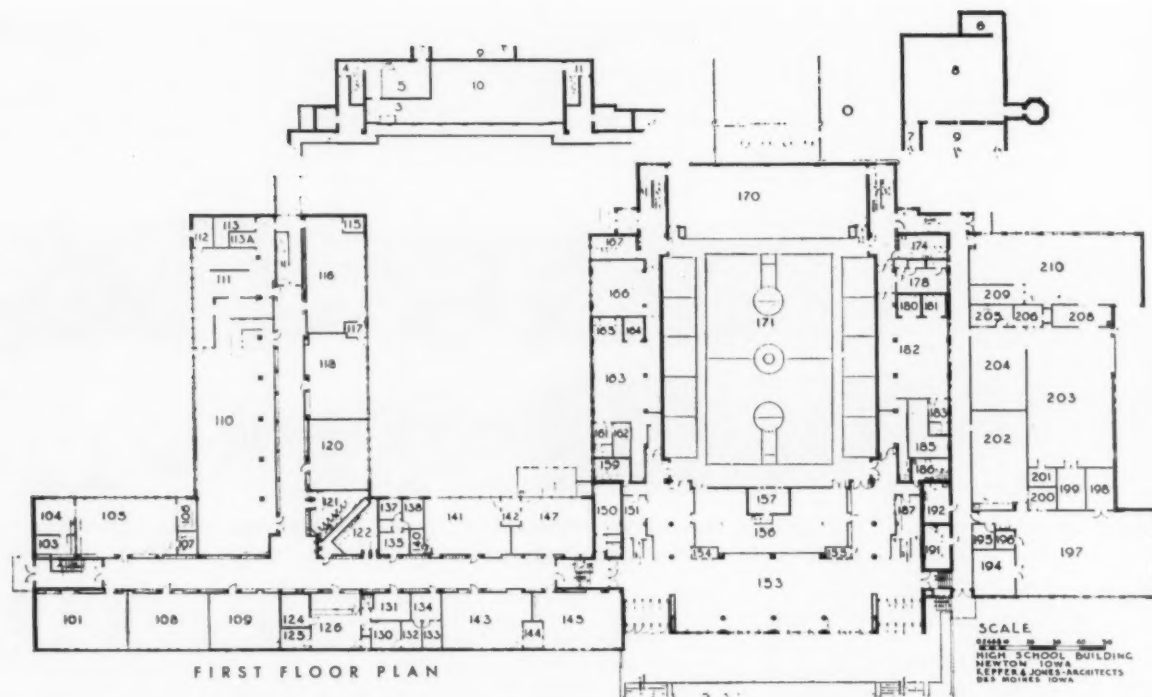


**Flexibility in building use . . . a varied educational program . . . outstanding construction per dollar — standout values in . . .**

## ***THE NEWTON HIGH SCHOOL***

The new senior high school at Newton, Iowa, is attracting considerable attention in the middle-west area because of its low cost for good functional construction and the way in which the building was designed to carry a full complex educational program for the school and also serve community needs in adult education and recreation.

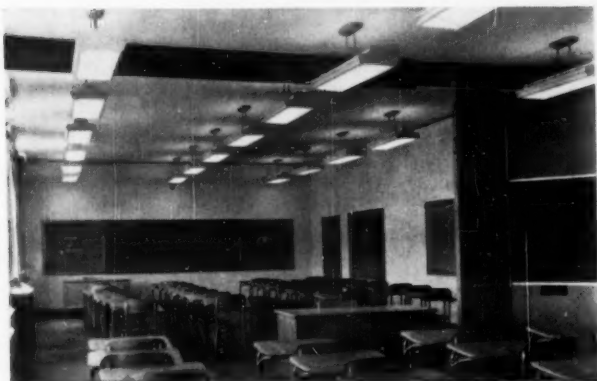
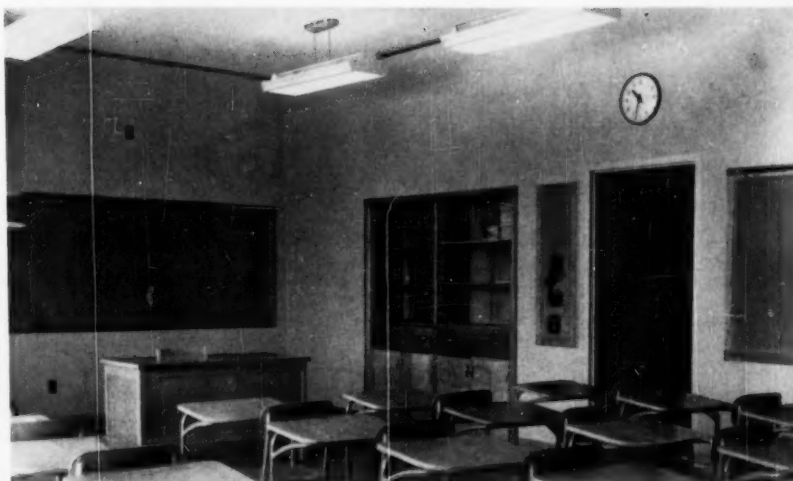
Previously to the construction of the building, both junior and senior high schools were cared for in two buildings in downtown Newton, which provided for the facilities of the usual high school with shops, auditorium, gymnasium, and pool.



5 Pump Room	120 General Class Room	154 Ticket Booth	195 Paint Shop	307 Conference Room	336 Publications Work Rm
6 Ash Room	121 Girls' Rest Room	155 Ticket Booth	196 Industrial Arts Supply	308 Mimeograph Room	340 Men Teachers' Room
8 Boiler Room	122 Boys' Rest Room	156 Storage Rm for Gym	197 Wood Shop	309 Office Machines Class Room	341 Ladies' Rest Room
9 Coal Room	124 Vault	157 Projection Booth	198 Industrial Arts Lumber Storage	311 Conference	346 Vocal Instructor's Office
10 Wrestling Room Under Stage	125 Public Address Room	159 Ladies' Rest Room	199 Farm Shop Lumber Storage	312 Librarian's Office	347 Vocal Music Room
101 Class Room and Visual Education Room	126 General Public Office	161 P. E. Supervisor's Office	200 Industrial Arts Office	315 Library Work Room	349 Gymnasium Storage Rm
103 Clay and Kiln Room	130 Office	163 Girls' Locker Room	201 Farm Shop Supply Rm	316 Library	350 Vocal Music Storage
104 Shop Room for Art	131 Book Depository	164 Showers	202 Drafting Room	317 Little Theatre and Speech Room	351 Practice Room
105 Fine Arts	132 Counsellor's Office	165 Individual Showers	203 Farm Shop	318 Speech Instructor's Office	352 Practice Room
106 Student Tool and Project Storage	133 Counsellor's Office	166 Stage Dressing Room	204 Agriculture Class	319 Corrective Speech Rm	353 Practice Room
107 Project Storage	134 Reception Room for Counsellors	167 Ladies' Rest Room	205 Laboratory for Agricultural Testing	322 Biology Room	354 Band and Orchestra
108 Class and Visual Education Room	135 Nurse's Reception Rm	170 Stage	206 Agriculture Instructor's Office	323 Instructor's Office	355 Practice Room
109 General Class Room	137 Boys' Sick Bay	171 Gymnasium-Auditorium	208 Welding and Forge Rm	324 Store Room for Biology	356 Storage Room for Instrumental Music
110 Lunch Room-Study Hall Combination	138 Girls' Sick Bay	174 Mens' Rest Room	209 Machine Shop Instructor's Office	325 Physics—Chemistry Laboratory (class room)	357 Practice Room
111 Lunch Room Kitchen	140 Map Storage Closet	178 Officials' Room	210 Machine Shop and Metal Shop	326 Storage and Preparation Room for Chemistry	358 Gymnasium Storage
112 Cook's Office	141 Social Science Room	180 Showers	301 English Room	327 Girls' Toilet Room	359 Practice Room
113 Lunch Room Storage	142 Conference Room	181 Showers	303 English Room	329 Boys' Toilet Room	361 Rehearsal Room for Large Groups
113-A Walk-in Refrigerator	143 Social Science Room	182 Boys' Locker Room	304 English Room	330 Typing Room	362 Instrumental Music Teachers' Office
115 Homemaking—Storage	144 Conference Room	183 Boys' P. E. Director's Office	305 General Business Education	331 Accounting Class Room	365 Janitor's Room
116 Homemaking—Kitchen	145 Social Science Room	185 Equipment Storage	306 Commercial Department Office	332 Mathematics Room	366 Men's Rest Room
117 Fitting Room	147 Social Science Room	187 Check Room		333 Mathematics Room	367 North Gym Balcony
118 Homemaking—Sewing	150 Women Teachers' Rest Room	191 Dark Room		334 Mathematics Room	368 South Gym Balcony
	151 Concession Room	192 Shops' Rest Room		335 Journalism	369 Mens' Rest Room
	153 Lobby and Student Center	194 Storage Rm—Finished Projects			376 Ladies' Rest Room
					405 West Gym Balcony



The interior construction of the academic areas of the Newton high school, with plastered walls, fluorescent lighting, acoustical board ceiling, and asphalt tile flooring, is highlighted in these views of a classroom (right) and the special audio-visual double room or overflow study hall (below).



These facilities are now assigned to the junior high school. In the new structure, there was not sufficient funds available to duplicate the auditorium or the pool. They will have to wait until other needs are not so pressing, but adaptations were

made that serve very satisfactorily. The building was constructed to take care of an anticipated enrollment of 900 pupils in the tenth, eleventh, and twelfth grades. The amount of \$1,200,000 from a bond issue was available for construction and

equipment. A 30-acre site had previously been acquired through the use of other funds.

The building is 444 feet long and has 95,520 sq. ft. of floor space. The contracts were:

General	\$ 791,538
Plumbing and Heating	\$ 187,951
Electrical	\$ 75,348
Total Cost	\$1,054,737
Cost per sq. ft.	\$ 11.09

### Three Complete Units

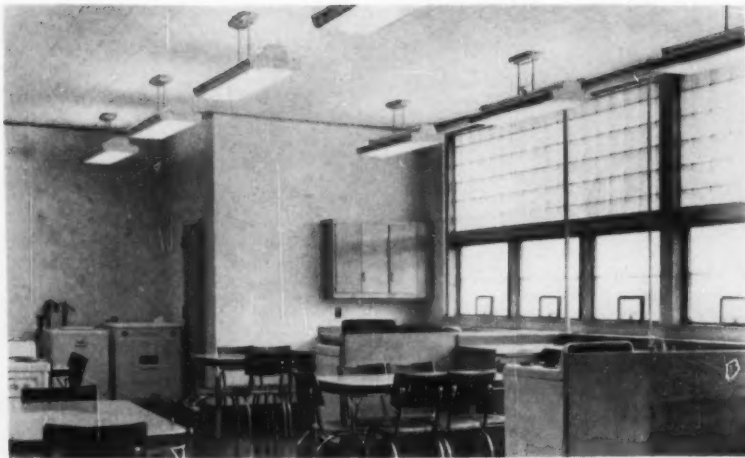
The building has plastered walls, acoustical ceiling treatment, unit ventilation, tile floors, and built-in equipment for each particular type of instruction. The building has three rather complete units that can be closed into separate units and operated by themselves.

The first section is the shop section: It contains (a) the woodshops with storage rooms for projects, an office, a lumber room, and tool room; (b) the drafting room; (c) the vocational agricultural layout with classroom, laboratory, office, shop, welding room and storage; and (d) the machine shop with areas for auto mechanics, welding, and office. This shop area has its own toilet and washroom, photographic lab, and can be used separately at night by adult trade classes and farmers' classes.

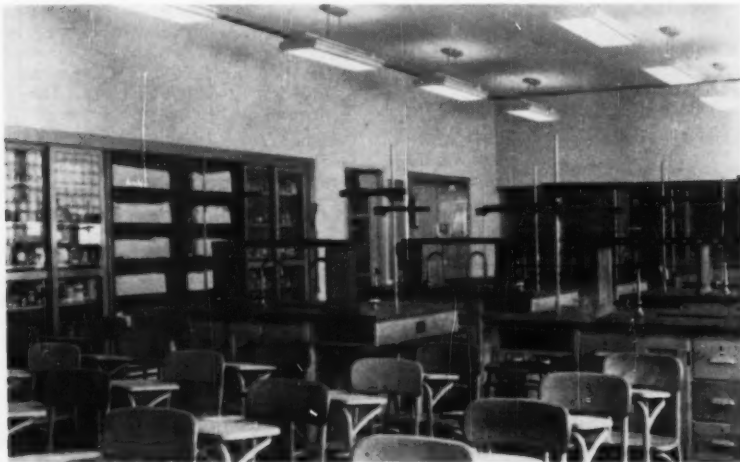
The gym-auditorium section features a gymnasium which can be equipped to seat 4500 people for basketball games. It, too, is treated for acoustics. It has a stage (78 by 28 feet) at one end equipped with the best of stage lighting and stage equipment. The industries of Newton use it for big plant employee entertainments and road stage shows of all types can use it. The floor is covered with canvas and seated with movable seats. Microphones and loud-speakers are scattered through the gym area making it possible to hear. No center posts in the gym obstruct the view. Two dressing rooms are equipped for play work. Rehearsals for the plays occur in the Little Theatre in the academic section. Under the bleachers are the dressing rooms for the boys and officials on one side, for the girls on another, and a large central storage room for the



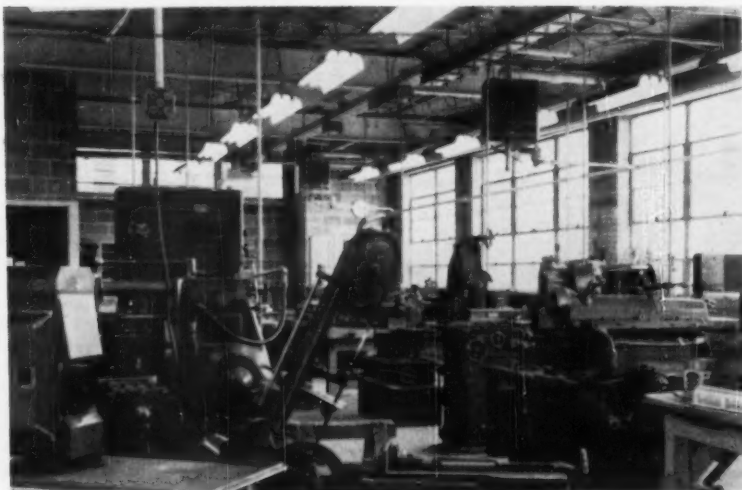
A view of one corner of the library in the Newton high school. An office and work room for the librarian are also included in the plant.



The cooking units of the home economics department, which also has a special homemaking room for sewing and one for fitting



Newton's physics-chemistry laboratory and demonstration classroom. The science department includes a special room for biology.



The industrial-arts section of Newton high school has areas for woodworking, farm shop, drafting, welding and forge, and the unusually complete machine shop (shown above).

school is located under the other top bleacher section. Four rest rooms on each floor of the gym section are available to the public. Under the stage is a large room, the size of the stage, equipped for wrestling, with showers and toilet facilities similar to those of the boys' and girls' dressing rooms.

In front of the gym is the student center and lobby (80 by 29 feet) opening up on the terrace in front of the building. This student center is equipped with comfortable furniture, has two concession rooms, access to toilets, and at basketball games is a place where the crowds can come to smoke and get refreshments. School parties are held there and it can be closed off from the rest of the building. Meetings with attendance from 200 or 250 are held in this area with its informal atmosphere.

Directly above the student center is the music area with offices for music instructors, a vocal music room, a combination band and orchestra room, a small group rehearsal room, six practice rooms, storage rooms for uniforms and gowns, and special lockers for musical instruments. Soundproof walls and doors keep out interference of one group with another and with the academic section.

#### The Academic Area

The academic section houses a cafeteria (capacity 300 at a time), which also serves as a main study hall. The kitchen has large storerooms and room for cooks. The home-economics section consists of the foods' room, sewing room, and demonstration room. Service access to the outside drive from both cafeteria and home-economics units is direct. The art suite consists of three units: a large fine arts area (30 by 40 feet); kiln room (10 by 16 feet); crafts area (15 by 11 feet) and storage areas. All areas have a glass partition which helps in supervision of the art area. In the whole building, glass partitions help in supervision.

Visual education is provided by two rooms, separated by a soundproof folding door. Drapes can be drawn to eliminate daylight. One or both areas can be used. Both rooms can be used for classrooms or combined for overflow study halls if necessary.

The office area consists of the following divisions: (a) nurse's suite with reception room, two sick bays, and toilet facilities; (b) the general office has as auxiliary areas, the safe, conference room, book-room, and principal's private office. The counselors' area consists of a reception area, offices for both boys' and girls' counselors with direct access to the principal's private office. Four classrooms are arranged with conference rooms between each two classrooms, accessible to both with glass partitions and shades so that they can be used by either teacher.

The speech area consists of a Little Theatre seating 110 people, stage equipped with theater lighting and curtains, speech director's office, and a conference room to be used for speech correction and debate work.

The science area consists of: (a) biology room with auxiliary workroom and storage room and (b) a combination physics-chemistry laboratory and class area (52



One corner of the combination lobby and student center

by 24 feet) with auxiliary storage rooms for equipment. The commercial area contains two instructors' offices, duplicating room, two general commercial rooms, one for office machines, and one for typing. All rooms have direct connections with each other. Large glass areas facilitate supervision and folding doors make it possible to throw several rooms together for any large groups.

#### Other Features

The library (64 by 31 feet) is in the center of the building and has a librarian's office, a large workroom and conference room attached to it.

Separate lounges are provided for men and women teachers.

The boiler room is in a separate unit and is mechanized enough to be semi-automatic. Electrical transformers and electric controls are housed in separate areas.

A combination gymnasium and auditorium (below) in the plant is 84 x 98 feet (not including three balconies) and has a seating capacity of 4500 people.

Also ideal for community use is a 110-seat Little Theater. Both have stages equipped with modern lighting and curtains.







The kindergarten (above) and typical classroom (below) scenes illustrate the superior construction features and the excellent lighting arrangement of the school.



## Rockford's

Climaxing a ten million dollar school building program for the metropolitan area of Rockford, Ill., is the recently completed C. Henry Bloom elementary school.

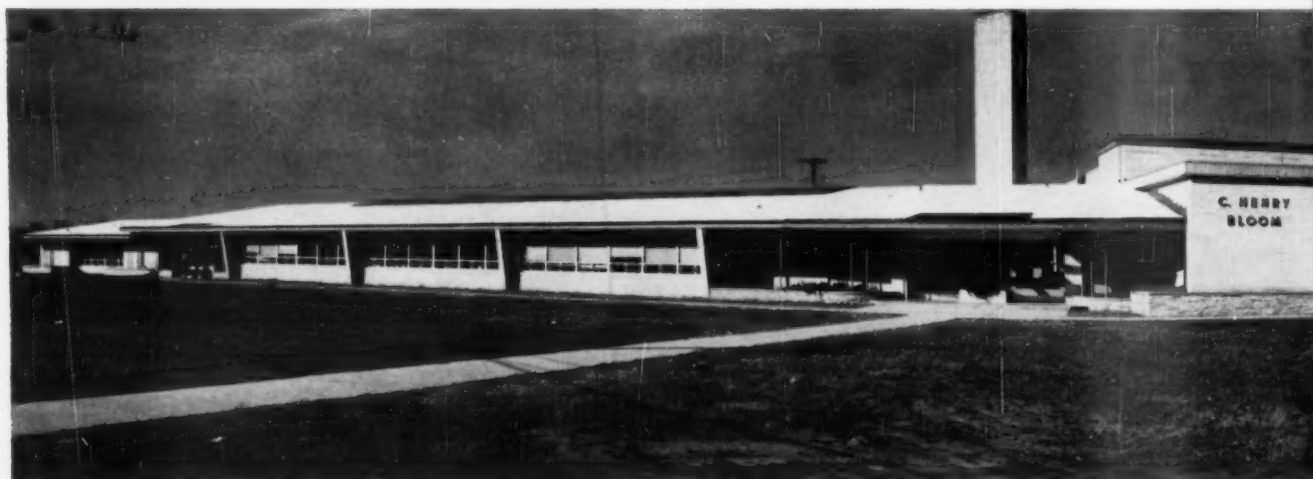
This school is a double K-triple six unit, located in the most rapidly expanding higher class residential area of the city of Rockford.

The first stage of construction of this building was to be a K-8 unit, but immediately the student pressure became so great that the complete school had to be built.

A very difficult terrain problem was overcome by locating the gymnasium in a diagonal central drawn through the property. The main axis of the building bisected the property on a 45-deg. angle with the classroom wings spreading out on either side of the library, administrative, and physical education section of the building. Site improvement costs were thereby cut to a minimum.

### Three Features

Miss Emma Lundgren, principal of Bloom School, stresses three features of



In construction features . . . in lighting arrangement . . . and in acoustical treatment no quality was spared in—

## C. Henry Bloom Elementary School

the building which are especially pleasing to her in her capacity of administrator. She particularly likes the fact that the two excellently planned wings of the building are separated by the administrative unit. Thus, she says, you really have two well-knit smaller school "institutions" instead of one big sprawling mass. This plan efficiently divides the kindergarten-primary group and the intermediate section.

As principal, Miss Lundgren speaks warmly of the excellent sound treatment in the school. "There are practically no echoes; the tones are muted, and this helps greatly to relax the boys and girls as well as the teachers. There is no 'building up of sound' as was so common in the older style of buildings.

"I also greatly appreciate the number of exits and entrances to and from the building," Miss Lundgren continues. "The children do not have to go great distances to classes and it makes our control of the halls a simple thing."

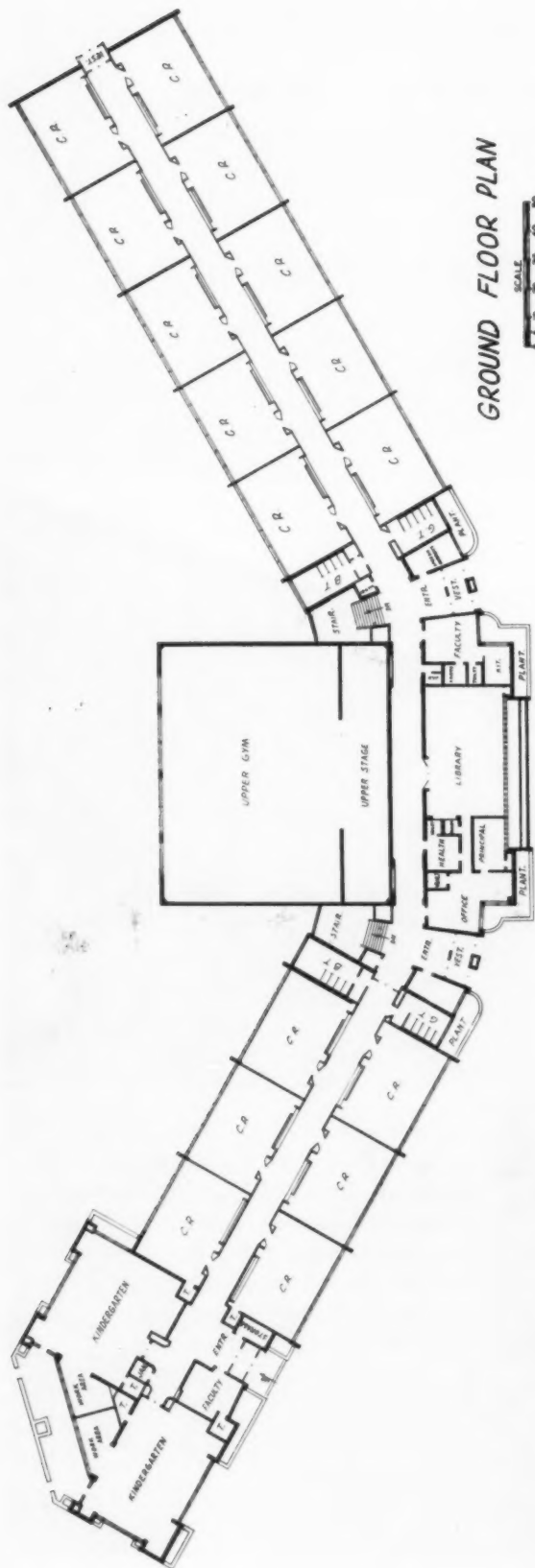
### Excellent Lighting

An outstanding feature of the Bloom



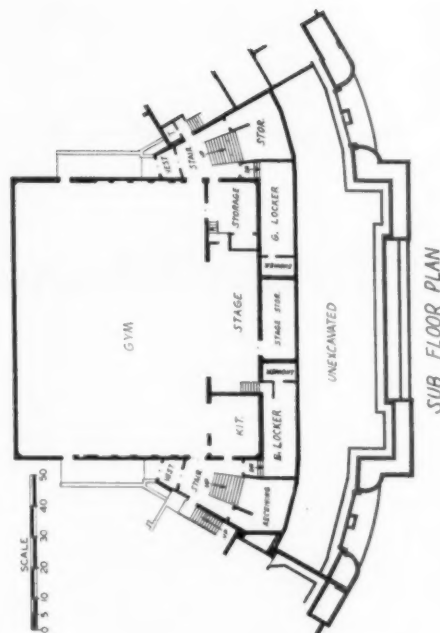
The modern front exterior and close-up entrance views of the C. Henry Bloom elementary school, Rockford, Ill. — Raymond A. Orput and Associates, Architects, Rockford, Ill. Miss Emma Lungren is principal of the school. The total contract cost of the building was \$728,851, with a total cost per pupil (capacity is 653 students) of \$1116.





GROUND FLOOR PLAN

The ground and sub floor plans of Rockford's  
C. Henry Bloom school



SUB FLOOR PLAN

School is the "natural daylight" lighting which is used in the corridors as well as in classrooms. The combination of the fresh daylight in the halls with trim of colored tile and light wood, tend to give a warm, friendly appearance. Throughout the school the color scheme, furniture, and general planning of the rooms make for a homelike as well as an efficient workmanlike environment.

The teachers especially appreciate the fact that the rooms are large enough that the furniture can be moved around to adjust to various types of teaching activity. The chalk boards are green and are found much more pleasant to use since they do not absorb light like the old boards.

Miss Lundgren is also appreciative of the way in which advantage was taken of the contour of the ground in planning the building. She says, "Although we have a one story building, we do have a second floor where the intense slope of the land made it possible. However, because of efficient planning, we do not have any so-called basement rooms with half light."

The Bloom School was named for C. Henry Bloom now of St. Petersburg, Fla., who served the city of Rockford as Mayor for 16 years — the longest period of service of any elected mayor of that city. Raymond A. Orput Associates, Architects and Engineers of Rockford, designed the building.



## Co-operation Helped Westwood Face Its School Crisis

**EDMUND W. THURSTON**

Superintendent of Schools  
Westwood, Mass.

Westwood, Mass., is a modern suburban town of 8480 population by the latest count in 1955. For a time in the 1940's it earned the unenviable reputation of being the fastest growing town in Massachusetts. Only 12 miles southwest of Boston from Beacon Hill, its community life was associated for long years with Dedham, of which it was an integral part until 1897. It was incorporated as an independent town on April 2, 1897, and from that time on it has had growing pains which had a direct affect on its schools.

Westwood schools were organized for

many years as part of a four-town Union No. 43. The other three towns were Medfield, Millis, and Norfolk. Time and the birth rate caught up with Westwood, however, and on July 1, 1949, papers had been cleared granting the town educational autonomy with its separate superintendency. The schools had taken on a 6-2-4 plan, more because of the availability of buildings suitable to that plan than because of any other reason. This plan has been continued under the new school building program which followed.

The first modern school to be constructed

was the present high school, originally planned for 300 pupils. That was in 1940, but in no time grades 7 to 12 were crowding out their younger members who, as junior high school pupils, had to go somewhere else. The only solution was to move them into an elementary school, but where? There were the two old elementary schools, six rooms each. There would be no space in either of these. It was the same story faced by so many communities during this era. Westwood has had its experience with double sessions.



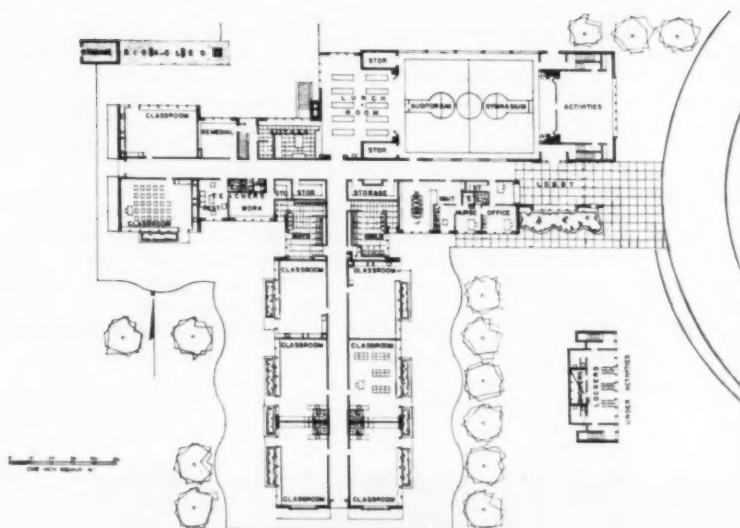
**THE WESTWOOD, MASS., SCHOOL COMMITTEE**

The school directors responsible for providing educational facilities for a town that for some time held the unenviable record of being the fastest growing community in Massachusetts. From left to right: William F. Bayley; George W. Baker, clerk; Harold F. Fenerty; Edwin E. Kussmaul, chairman; Herbert G. Regan; Edmund W. Thurston, superintendent of schools.



Part of Westwood's accelerated school building program is the Pine Hill elementary school. A view of the front exterior is provided above; the floor plan (right) shows the eight classrooms, auditorium-gymnasium, lunch room, office and teacher areas of the school.

Underneath the activities room are showers and lockers, while underneath the kitchen is the boiler room. The school represents one phase of the result of co-operative school planning in Westwood.



### The New School

It became apparent to the school committee and to others in Westwood that school planning was necessary. The first new elementary school was constructed in 1948 and is known as the Pond Plain School. It was designed by Harry Korslund, architect, of Norwood, Mass., a two-story structure housing an all-purpose room and a small library, showers, kitchen, offices, a dental-health room, and 12 classrooms. It is one of the first school buildings to be approved by the Massachusetts School Building Assistance Commission, and was certified for state reimbursement of about 26 per cent of the total cost of \$306,500. The town had previously acquired land for \$4,000 and added a few acres later.

This hardly solved the overcrowding, however, and only three years later another new elementary school was ready for occupancy in the central part of Westwood. This one-story school, to be known as the Deerfield School, was also designed by Harry Korslund and received much favorable comment as an economically planned building. Highly functional, with its 12 classrooms, separate cafeteria as an improvement over the first building, gymnasium-auditorium with showers, library and office areas, remedial reading room, teachers' rooms, and dental-health unit, it clearly revealed the progress that was being made in school design.

The Deerfield School, the first to be officially planned in direct consultation with

Mr. John Marshall of the School Building Assistance Commission, reflected the influence of Mr. Marshall's office, a fact which has given tremendous impetus and character to school building construction in this state. The Deerfield School cost approximately \$435,000 and was then certified for state reimbursement at about 35 per cent.

It is interesting to look back over the costs of schools. The high school which was built in 1939 cost a total of \$183,700. It was ahead of its day in many respects and was so acclaimed at the time. It is doubtful if it could be replaced today for a million dollars. Yet in less than ten years after its occupancy it was crowded beyond its capacity. The Pond Plain School

at \$310,500 and the Deerfield School at \$435,000 meant an outlay in a 12-year period of \$929,200. It didn't seem possible that this little town of Westwood could keep on building schools. The debt limit had long since been reached and had to be extended through permission of the Emergency Finance Commission of the state. There were some who opposed the building of any more schools. There were unjustified calls of "frills" in school construction. But the children were here.

In March, 1954, the third new elementary school was ready for occupancy. The architectural firm of Kilham, Hopkins, Greeley and Brodie of Boston designed a beautiful one-story school with larger classrooms, a spacious music room which doubles as a stage adjacent to the gymnasium-auditorium, library, offices and health suite, teachers' rooms, remedial room, and large cafeteria and kitchen. This building is the pride of Westwood and is popular as a meeting place for civic bodies. It cost a rough \$550,000 and was certified for a state reimbursement rate of 37½ per cent.

#### A New High School

Gradually the pressure of school population caught up with the junior high school grades seven and eight. They were tossed hither and yon and finally found themselves in the two old schools with restricted curricula, poor facilities, but an abundance of teacher-pupil patience. They were promised the old high school as soon as a new one could be built. It is too long a story, but an interesting one, to tell here about the cross currents of opinions, the long discussions, the town meetings. Eventually, by the combined efforts of consecrated leaders in Westwood a new high school was

approved to cost an original \$1,600,000, aimed at 500 pupils with an ultimate capacity, after two additions, of 900 pupils.

This new high school, set in a wooded area of 25 acres, has been designed by the Coletti Brothers of Boston. It is hoped that occupancy can be made by September, 1956. The building features all things desired in a modern secondary school—double gymnasiums, auditorium for 550, large, well-lighted, and well-ventilated classrooms, beautiful circular cafeteria enclosed in glass with two service lines from the spacious kitchen, well-equipped laboratories, home economics rooms, art room, and industrial arts areas for all shop activities.

The School Building Assistance Commission again had a first hand in approval of the design of the new high school. The reimbursement rate has now increased to over 44 per cent and first-year payments have already been received. Thus it will be seen that the little town of Westwood, by looking ahead, has at least kept itself in a favorable position in its school buildings. The expansion program is not over, however, for there is prophecy well founded that the town's population may again double in the next ten years.

To expedite school building studies and to keep the people of the town informed there is a permanent School Building Survey Committee which is alert to new developments for real estate in Westwood. Zoning has been modified somewhat to slow down the acceleration which was for a time threatening to engulf the schools in a flood of children. Reserves are being slowly increased to assist in future payments for new schools or additions, and everyone in Westwood hopes for peace, plenty, and prosperity.

#### Co-operation Is Vital

If anything could be learned from Westwood's school building schedule it would be summarized something as follows:

1. Intelligent lay leadership in a town like Westwood can be depended upon to support good schools and to work diligently for them.
2. The interests of children are the fundamental interests of parents, and they will get behind a sound program of school building construction.
3. Those who oppose preliminary measures can be won over when substantial facts are presented as to actual need, and evidence of economy.
4. Planning is essential. It must be cumulative and continuous and have active leadership. Where state advisory facilities are available they should be utilized to the utmost, both as a matter of good policy and of practical assistance.
5. Members of the school committee should be on building committees, and other committees related to school matters, but they should not themselves constitute the building committee.
6. Co-operation of other town officials is greater when they are included in the planning stages. This means the various inspectors—electrical, plumbing, building—the selectmen and members of finance committee, those interested in safety and insurance. When they have had a part in the planning they are not likely to be un-co-operative in the actual stages of building.

It is a great thing for a community to build public schools for the benefit of all the children of all the people. Westwood, thanks to an enlightened public, is doing this well.



Scheduled for completion this fall is the new Westwood, Mass., high school—a million and a half structure designed for 500 pupils by Coletti Brothers, architects of Boston. A comprehensive plant with a novel, glass-wall circular cafeteria.



# The School Plant

Consider the equipment consultant when buying—

## Equipment for a New School

R. H. JACKMAN

Manlius, N. Y.

Equipment for a new modern school represents from ten to twenty per cent of the total investment, yet the selection and purchase of equipment is often given little or no thought (except to set aside an arbitrary amount of money, usually arrived at by pure guesswork), until the building is well under construction, or in some cases, nearly ready for occupancy.

For a new school to fulfill the basic requirements of present-day educational programs, it is necessary that the equipment be planned with the same careful attention given to the building itself. Any program will suffer if the major items of equipment are not planned for in advance. Cost of equipment will be higher if special designs are necessary. Building and equipment should properly be planned at the same time for a satisfactory school at a reasonable cost.

Many school board members think of equipment as being classroom furniture; overlooking the fact that such things as lockers, bleachers, auditorium chairs, homemaking equipment, window shades, cafeteria kitchen equipment, laboratory equipment, stage rigging, curtains and lights, audio and visual education equipment, shop machinery, medical and dental equipment, maps, globes and charts, maintenance equipment, much of the cabinet-work, and many other important and expensive items are also equipment. As a matter of fact, equipment may be anything which is available from a manufacturer as a unit, and is not a part of the actual structure.

### Equipment Costs

Equipment costs, as mentioned above, vary from building to building. For years it has been a rule-of-thumb that the equipment for an elementary school building represents approximately 10 per cent of the total costs; for a junior-high school, 15 per cent; and for a senior high school, 20 per cent.

Such figures are largely fictitious when applied to any particular building in that they fail to take into consideration such things as existing equipment available for use in the new building; the fact that

the particular building may contain a disproportionate number of classrooms as compared to building space which does not require too much in the way of equipment; the fact that the community may offer an educational program requiring more than the usual amount of special equipment, and many other matters.

The problem of what equipment should be and what should not be included in the general construction contract is one that is not given sufficient thought. Some schools include much of the fixed equipment in their general contract, others include very little. When you are reading an article in one of the educational journals and it gives the construction cost of a certain building as a million dollars, then adds, "the equipment cost an additional \$85,000," the equipment figure means absolutely nothing unless you know how much, if any, of the actual equipment was included in the general contract.

A board should give serious consideration to what equipment is to be included in the general contract, to determine if it is to their advantage or disadvantage. It is often possible to save several thousand dollars as a result of this study.

### Two Methods of Acquiring Equipment

Most new schools have handled the acquisition of equipment in one of two ways:

1. Delegate the entire job to the architect by giving him a contract to "erect and equip" the building,
2. Make the administrator and/or a committee of the board responsible for the equipment.

The first method is usually very satisfactory, providing the architect has someone on his staff who is thoroughly familiar with all kinds of school equipment. However, if he has no equipment expert on his staff the results may be very unsatisfactory to the school administrators and teachers when the time comes to use the equipment.

The second method, the handling of equipment selection and purchase by the administration or a committee of the board, can be very unsatisfactory for

several reasons, some of which are:

*Inexperience.* As a general rule neither the administrator nor the board members have had much experience in laying out equipment or in writing equipment specifications. They are prone to depend on the salesmen representing manufacturers to make layouts and write specifications. The result is often to limit competitive bidding as well as to include unnecessary items.

*Pressure.* Board members, particularly, are subject to pressure from local dealers or friends who sell equipment, sometimes of good quality, sometimes not so good.

*Individualistic teachers.* Administrators often delegate the job to teachers or department heads, who are very likely to have personal likes and dislikes. Their plans may work out fine for them, but a successor (maybe in a year or two) may be dissatisfied to find a very individualistic layout planned by a very individualistic instructor.

*Lack of time.* Board members are, as a rule, very busy people. They just cannot afford to take the time to make a thorough study of the many, many items that are necessary to equip a school—from classroom furniture to laboratory equipment, to stage rigging, to heavy duty vacuum cleaners, and so on and on.

*Loss of administration.* I have talked with many administrators who have handled their own equipment selection and purchase. Almost without exception, they have told me their regular work had suffered. One principal who recently moved into a new junior-senior high school told me that he had spent nearly half his time for nearly a year working on equipment, and had almost lost touch with the daily operation of the school system—he added, "and I'm not too well satisfied with the job I did on equipment."

### The Equipment Consultant

Some school districts, planning new buildings, are now engaging an independent school equipment consultant to handle the equipment problem. Such a person must be unaffiliated with any concern selling equipment, be thoroughly familiar with

the preparation of layouts for special rooms, detailed specifications, the competitive market, values as compared to prices of equipment, and in addition must make a study of the particular school district to become familiar with the educational program.

In many cases, a competent school equipment consultant may save money for the district, save time for the administrators and board members, and assure high quality equipment properly installed.

There is a definite need for more equipment consultants by school boards and by architects.

### List of Steps

In planning the selection and purchase of equipment, the following steps could well be followed, in order.

1. Inventory and evaluate existing equipment that can be used in the new building (keeping in mind the lapse of time before the new building will be ready).
2. Prepare an equipment budget, by rooms, and special departments, listing and estimating the cost of each item or piece of equipment (this may have to be done over several times).
3. Make half-inch scale drawings of each room, locating the equipment on the drawings.
4. Make a complete alphabetical list of all equipment.
5. Group equipment by type and source of supply. This usually results in from 15 to 30 groups.
6. Prepare general and detailed specifications for each group.
7. Prepare a "proposal form" for each group.
8. Prepare complete "Information for Bidders," covering all groups.
9. Prepare forms of contract for execution with equipment contractors.
10. Print sufficient copies of complete specifications for distribution to prospective bidders.
11. Notify prospective bidders, and/or advertise for bids in newspapers.
12. Receive bids, open, and read in public.
13. Tabulate and analyze bids (within three days).
14. Award and execute contracts as soon as possible (possibly after interviews with bidders or examination of samples).
15. Notify equipment contractors as to color selections and delivery dates.
16. Follow up on deliveries (at least 30 days before specified date of delivery).
17. Check all equipment when delivered.
18. Inspect installation of all fixed equipment, or equipment which must be assembled after delivery.
19. Pay equipment contractors promptly.
20. Inspect all equipment after one year of use (presuming that specifications called for a one-year guarantee against defective workmanship, material, or design).

While each of the above 20 points could be elaborated upon, we will comment on but a few of them.

**Grouping of Equipment.** This is a very important factor when calling for bids. All items that can reasonably be put into a group should be included, as the larger the order a bidder is trying for, the lower his prices per item of



The author claims that many board members and their administrators think of new school equipment as consisting mainly of desks. In the typical kindergarten and home economics room shown here are illustrated the tables, cabinetwork, unit kitchens, etc., that must be carefully selected when a new school is planned.



equipment will be. Items that have a fixed price should always be included in a group with competitively priced items. Types of equipment that are made only by special manufacturers should be handled as separate groups in order to get bids from the manufacturer or direct distributors; if they are included in a larger group it will be necessary to pay the additional markup for a jobber or a retailer.

### Bidder Information

**Preparation of Specifications.** One of the most important sections of the specifications is the section devoted to "Information for Bidders." If this is done properly it is to the mutual advantage of the bidders and the board — it makes clear to bidders just what they will be expected to do, when they shall do it;

their responsibilities and the board's responsibilities concerning insurance, bonds, and so forth; how awards will be determined; what, if any, substitutions or alternates may be offered; time and method of delivery; guarantee; and many other details that are pertinent and necessary if bidders are to file intelligent quotations and if boards are to understand what the bidders are offering to deliver.

If color can be determined in advance it should also be stated in the specifications for each group. If "color is to be selected later" you can expect bidders to add for the possibility of a special color demand by the board.

**Installation.** Care should be taken to make sure that all specifications are entirely clear as to whether an item or a

(Concluded on page 74)

# Seeing the Federal Government at Work

ELAINE EXTON

Since visible evidences of our national heritage abound in Washington, you'll find it sound procedure to let a National Park Service guide introduce students to the city with a historical briefing about some of the significant interest points.

## Getting Perspective on Arrival

If you advise the superintendent of the National Capital Parks, Interior Building, Washington 25, D. C., when your group is coming, he can assign a guide to orient you to the Washington scene at whichever of these four national memorials would be most convenient — the Lincoln or Jefferson Memorials, the Washington monument, or the Lee Mansion.

Or you can go directly to the center the Park Service maintains for greeting out-of-town school groups at the Lincoln Museum, 511 Tenth Street, N.W., to obtain this information and receive guidance on other trip aspects. (*Hours:* Monday through Saturday, 9 a.m. to 4 p.m.; Sunday, 12:30 p.m. to 9 p.m. *Admission:* Students 18 years or under, free; adult leaders, 10 cents a person).

Before visiting other government establishments, it will also help in getting your bearings to take a sightseeing tour of the city that will acquaint the students with Washington's layout and major features, including the location of the main Federal structures. Driving along its spacious tree-lined avenues past lovely parks and stately monuments and buildings you realize that the nation's capital besides having unique historic interest is a well-planned city of unusual scenic and architectural beauty.

Some of the federal agencies at which you have appointments may be in easy walking distance. To reach others you may have to use the available public transportation system of the city or charter a bus to meet the special requirements of your itinerary, since the regular sightseeing tours follow a definite schedule that may not allow as much time as your program calls for at a particular government building. If unforeseen circumstances necessitate a change in your plans, inform the officials that you are not coming as they go to considerable trouble to make the arrangements.

## Musts on Your Sightseeing Agenda

As young citizens tour the legislative domain of Congress, visit the Supreme Court's chambers, walk through the White House, attend briefings at one or more of the executive agencies and see for themselves how each of the three great branches of our government operates — legislative, judicial, and executive — their functions cease to be merely textbook words and take on fresh meaning. However short your stay here or difficult you may find it to make a choice among the many worthwhile activities available, these are the irreducible minimums for a sightseeing agenda to bring students personal knowledge of the distinctive character of our American government.

You can start your tour of federal buildings at either end of Pennsylvania Avenue's most historic mile — at the Capitol, seat of Congress, the first of the three government branches our Constitution mentions, or at the White House.

## Touring the Capitol

Situated on the crest of a hill that Major Pierre L'Enfant, who drew up the plans for Washington, chose because it seemed like

"a pedestal waiting for a monument," the Capitol is in fact a monument to democracy. The Statue of Freedom that tops its great dome symbolizes the ideals of democratic government proclaimed in the Constitution.

An exciting way to enter the Capitol is by the 36 stone steps at the east entrance where American Presidents are inaugurated. That way you will come by the magnificent bronze doors which tell the story of Christopher Columbus on their panels and into the richly ornamented rotunda, or central portion of the Capitol building known as "Uncle Sam's Reception Room."

This is where the Capitol tours start daily at frequent intervals, except on Thanksgiving, Christmas, and New Year. (*Hours:* Weekdays, Saturdays, and Sundays, 9 a.m. to 3:45 p.m. *Admission fee:* School groups, 15 cents a student; adults, 25 cents a person.)

During the tour you will take a brief look at Congress transacting its business if it is in session, peer into the handsome President's Room for the use of America's Chief Executive when he comes to "The Hill" for any reason, wonder about the decorations in the "cornucopia foyer," marvel at the echoing stone where a whisper can be heard clearly as far as 40 feet away.

As you pass by the places that names synonymous with the history of our country have made famous, you can recapture a picture of the past seeing the original Senate Chamber where the Louisiana Purchase was ratified and the Monroe Doctrine was enunciated and as you stare at the spot where Samuel Morse tapped out the first telegram inaugurating commercial service.

But what may surprise you most as you go through the Capitol is the extent to which architects and sculptors and artists have succeeded in portraying the ideals and memories and aspirations of the nation in marble and granite and on canvas so that in effect the interior resembles an immense art gallery.

Beautiful paintings and statuary are everywhere. There are portraits of celebrated statesmen and of the first Cabinet, gigantic murals illustrating important events in American history in addition to colorful frescoes and friezes. You will see marble busts of former vice-presidents and Supreme Court chief justices, the sculptured heads of three early suffragettes, likenesses of some of the nation's first presidents, and of distinguished citizens from most of the states.

Even with so much competition, the House (south) and Senate (north) Chambers located in opposite wings of the Capitol building remain the chief focus of interest. Though at times there may not be many members on the floor, remember that a Congressman does a great deal of his work in committees and in his own office.

For the schedule of public hearings being held when your group is in the city, call the Clerk of the House or the Secretary of the Senate at the Capitol (NAtional 8-3120), or check the page opposite the editorials in the *Washington Post and Times Herald* where a listing of the subject, room, and time of current Congressional hearings can usually be found.

## Meeting Your Congressman

Every citizen in the 48 states is represented by three members of Congress — a representative from the congressional district in which he lives and two senators from the state he resides in. Before journeying to Washington the class should look up the names of these three men — surprisingly, many Americans don't know them — and write at least one of them for an appointment.

\*This is the second in a series of articles aimed at helping school officials arrange student trips to Washington that will have educational and citizenship significance. A third article will appear shortly. — Ed.



Since meeting the persons who represent you in Congress will be a high point of your Washington visit, let them know if you would like them to have a photographer there to take pictures of the event as many Congressmen are happy to make such arrangements.

To gain understanding of how Congress functions and how bills are introduced, considered, and acted upon, you may want to map out a program that besides dates with your congressmen and a 40-minute tour of the Capitol building includes attending a Congressional Committee Hearing and watching the lawmakers at work from a Congressional gallery.

When talking to your Congressman in Washington you will find it interesting to get his views on an important national problem. While in his office you might ask if he mails out a periodic newsletter to his constituents about Capital happenings of interest to their area that your class could be sent. And if you intend to spend some time in one of the galleries listening to the legislators debate, be sure to obtain an admission card from your senator or representative depending on which House you would like to visit.

It may be that your congressman, or one of his aides, will escort you to the Capitol and show you the House or Senate Chamber before the sessions begin at noon. This is an enjoyable extra dividend, but don't let it replace the regular guided tour which will bring you many interesting anecdotes and facts about the Capitol building and its lawmakers that you might not learn otherwise.

### A Visit at the Supreme Court

Under the system of checks and balances our Constitution established to keep any one branch of the government from becoming too powerful, the Supreme Court is given authority to pass on the constitutionality of all laws enacted by the Congress. It has original jurisdiction in cases affecting foreign ambassadors, other public ministers, and consuls and cases in which a state is a party, as in suits involving another state, its residents, or the Federal Government.

The Supreme Court's nine justices have the power to declare federal and state laws null and void if they find them to be in conflict with the Constitution which is the "supreme law" of our land. In effect, as Carl Hatch remarked when Senator, "as the ultimate repository of the rights and liberties of the people of America, the Supreme Court of the United States has the great responsibility of safeguarding democracy itself."

You will be conscious of its role as guardian of our liberties as you read these four words chiseled across the colonnaded front entrance to the Supreme Court Building—"Equal Justice Under Law"—and as you study the massive bronze doors with panels portraying the development of law from the Justinian Code to modern times.

Today, as in 1800, you can still visit both the Legislative Branch and the Judicial Branch of our government on Capitol Hill. For when the Supreme Court vacated the room it had occupied in the Senate wing of the Capitol for 75 years (1860-1935), it moved into an imposing white marble structure facing the Capitol grounds.

Tours are conducted through the high court's impressive premises at regular intervals when the court is not in session. Stops are made at the dignified Court Chamber where cases are heard and decisions rendered, the conference room, lawyers' lounge, spiral staircases, and main hallway. Sightseers are briefed on the Court's proceedings. (*Hours: Weekdays, 9:15 to 10 a.m. on days the Court meets; 9:15 a.m. to 4 p.m. when it is not in session. Every Saturday from 9:15 a.m. to 12 noon. Free admission.*)

To assure being taken care of promptly on arrival write to the Marshall's Office of the Supreme Court, 1st and Maryland Avenue, N.E., at least a week in advance stating how many are coming and the date and time that your group will be there. If your plans call for spending an entire day on Capitol Hill, you may find it convenient to lunch in the cafeteria in the Supreme Court Building which is open to the public.

The term of the highest court in the land usually begins on

the first Monday in October and ordinarily lasts through the first of June. During that time the Court usually sits for two weeks from 12 o'clock to 4:30 p.m. (taking a half-hour lunch period at 2) and then recesses for a similar interval to give the justices opportunity to study, reach decisions, and write opinions on the cases on which they have heard oral arguments.

When the Court is sitting, a big day is Monday when the decisions are handed down. Be sure to come early since the number of seats is limited and there's usually a large crowd. If you are lucky enough to be there when the Justices garbed in their black robes file in, you will find it a memorable experience.

The deep red draperies that form a backdrop for the raised dais on which the judges sit, the pounding of the gavel that heralds their approach, the hush that falls over the chamber as the velvet curtains part, the voice of the Crier announcing the formal opening of the Court, all heighten the drama of these occasions.

### Seeing the White House

As the home of all United States Presidents except George Washington, the White House at 1600 Pennsylvania Avenue, N.W., is rich in history. However, the portion that is open to the public Tuesday through Saturday in the mornings is largely reminiscent of the President's ceremonial role as Chief of State. Reservations are not accepted so try to arrive early at the east entrance of the Executive Mansion or you may miss your chance to get in. (*Hours: 10 a.m. to 12 noon. Free admission.*)

As you walk through the ground floor corridor to the stairway leading to the "social floor" above, you will pass portraits and marble busts of former Presidents and their first ladies and some mementoes of past administrations. Upstairs you will see only the first floor housing the series of reception parlors decorated in 18th century Georgian furnishing and the State Dining Room seating more than 100 people where dignitaries of our own and other nations are formally entertained.

The East Room is the largest in the Executive Mansion. Seeing its lovely crystal chandeliers and white and gold elegance it is hard to believe that when John Adams, the first of our Presidents to live in the White House, moved there, his wife wrote their daughter that she was using "the great unfinished audience room" as a drying room for the family wash and that for a time during the Civil War it served as a sleeping quarters for Union troops.

The three smaller parlors whose walls are covered in silk damask derive their names—green, blue, and red—from the predominating color in their decorations. The Blue Room is the formal reception room of the President where he receives guests at state dinners and where foreign ambassadors present their credentials. The Red Room is usually used by the First Lady to welcome guests at afternoon teas and informal receptions.

The grey Virginia sandstone exterior walls, with the cornerstone laid on October 13, 1792, that are painted white today, are all that remain of the original structure. The interior of the President's House has been altered and renovated many times in the course of more than 150 years, but every effort has been made to preserve the original appearance of the reception rooms on the social floor and their historical furnishings.

Besides being home to the nation's First Family whose private living quarters are on the two upper stories and a national shrine visited by millions of Americans each year, the White House is also a beehive of activity where the President carries out the majority of his official duties. His own business office and personal staff are located in the Executive Mansion's west wing which includes the room where he meets regularly with his Cabinet composed of the heads of the government's ten Executive Departments who constitute his board of advisers.

Each President has the privilege of inviting other officials to sit in on Cabinet meetings. In President Eisenhower's Administration the American Ambassador to the United Nations, the Director of the Office of Defense Mobilization, the Director of the Budget, the Chairman of the Civil Service Commission, and the Special Assistant to the President for Disarmament Matters usually attend.

# THE AMERICAN School Board Journal

An Independent Periodical of School Administration  
Guest Editorial by E. A. Fitzpatrick, Ph.D.

## EDUCATION AND THE NATIONAL PLATFORMS

THE educational programs in the 1956 Republican and Democratic National platforms are certainly of a piecemeal character. There is naturally no general consideration of the problem, except as the Supreme Court decision has forced the issue in segregation cases. The discussions of the patchwork series of propositions are not characterized by specifications but by general statements of the slogan variety useful in a campaign.

### Some Claims by Both Sides

The principal claims made on the record are easily disposed of. The Republicans claim their action was responsible for the creation of the new Department of Health, Education, and Welfare, which raised these problems for the first time to the highest council of Government, the President's Cabinet. However, the Office of Education has remained a subordinate part of the new department. The claim for the initiation of the million dollar propaganda effort culminating in the White House Conference is true enough, but to describe it as "the most comprehensive community—State-Federal attempt ever made to solve the pressing problems of primary and secondary education," is at least a slight exaggeration. We stated at the time of the Conference what we thought of it—which was not much. The Democrats' claim is based on the fact that they controlled the 84th Congress which appropriated for the first time the maximum amount for vocational education under the Smith-Hughes Act. It supplements its commendation by pledging "continuing and increased support of vocational training for youth and adults, including aid to the States and localities for area technical vocational schools."

### Republican Conception of Function of Federal Government

Such a proposal as well as the others we are about to consider raises a fundamental issue as to the party's conception of government in each case. In the first part of their platform called the Declaration of Faith, the Republicans quote Lincoln: "The legitimate object of government is to do for a community of people whatever they need to have done but cannot do at all, or cannot so well do, for themselves in their separate and individual capacities. But in all that people can individually do as well for themselves, government ought not to interfere."

But they become more specific, "The individual is of supreme importance." They are unalterably opposed to the unwarranted growth of centralized federal power. They will carry forward the recommendations of the report of the committee on Intergovernmental Affairs which would strengthen state and local government and clarify federal relations. "We hold the strict division" says the Declaration of Faith of the Republican platform, "and the primary responsibility of State and local governments must be maintained, and the centralization of powers in the National Government leads to expansion of the mastery of our lives."

### Democratic Concept of Modern Jeffersonianism

The key to the actual multiple recommendation of the Democratic platform is contained in the phrase in connection with aid for medical education, "without federal controls" and, in the general education plank, the phrase "within the traditional frame-

work of State and local control." But when it comes to the general statement of principles of "governmental balance" it would seem that the Jeffersonism principle has been subjected to "loose construction."

**GOVERNMENTAL BALANCE.** The Democratic Party has upheld its belief in the Constitution as a charter of individual rights, an effective instrument for human progress. Democratic Administrations have placed upon the statute books during the last two years a multitude of measures which testify to our belief in the Jeffersonian principle of local control even in general legislation involving nationwide programs. Selective Service, Social Security, agricultural adjustment, low-rent housing, hospital service, and other legislative programs have placed major responsibilities in the States and local counties and provide fine examples of how benefits can be extended through Federal-State cooperation.

While we recognize the existence of honest differences of opinion as to the true location of the constitutional line of demarcation between the Federal Government and the States, the Democratic Party expressly recognizes the vital importance of the respective States in our federal union. The party of Jefferson and Jackson pledges itself to continued support of those sound principles of local government which will best serve the welfare of our people and the safety of our democratic rights.

### Education in Federal Government — A Twilight Zone

There is apparently a very great twilight zone in federal relations to education in spite of the fact there is no delegation of power over education to the Federal Government, and that "the powers not delegated to the United States nor prohibited by it to the States are reserved to the States respectively, or to the people." However, in these diverse views of the platforms, in which the historical characteristics seem to be reversed there is little practical difference. Reserving the segregation issue for later treatment let us see about the specific proposals or statements.

### Right to Educational Opportunity

The Democrats declare that "every American child, irrespective of race or national origin, economic status or place of residence has full right under the law and the Constitution, without discrimination, to every educational opportunity to develop his potentialities." The Republicans are "determined to press all such actions that will help insure that every child has the educational opportunity to advance to his own greatest capacity."

### Training of Scientists

The Democratic party pledges itself to a bold and imaginative, but undefined, program to fully utilize the brain power of American youth including the talent in the scientific and technical fields. Scholarships, loans, and other desirable steps will be taken to do this in the interest of national defense. Programs for the training of teachers to meet critical shortages in the technical and scientific field will be provided. The Republican Party too fully appreciates the importance of scientific knowledge, particularly in the military field, and will stimulate and encourage the education of young people in the sciences to maintain our technological leadership. Nixon in his acceptance speech stressed this point:

We should go forward until every American is guaranteed the chance for the finest education which a nation can provide. It is indeed a tragedy when young men and women of proven ability and talent are denied education merely because they lack financial resources. This is a great injustice to our young people. It is also a national tragedy, since their undeveloped talents could contribute so much to the prosperity and strength of the nation. And, in this connection, we must never forget that the Soviet Union is devoting every energy to training millions of scientists and engineers and technicians. We shall not, we will not, allow them to outstrip us in this vital race."

### The School Construction Issue

The Republicans pledge a "five year program of Federal assistance in building schools to relieve critical classroom shortages." The Democrats pledge legislation providing federal "financing to assist the States and local communities to build schools, and to provide essential health and safety services for all school

(Concluded on page 62)



## IDEAL WORKING CONDITIONS

Almost like an office of your own . . . American Desk's "Jr. Executive" One-12 Desk with the No. 44 Cluster Chair. No wonder students seem to enjoy their work so much more! Sturdy, durable and handsomely finished, the versatile One-12 actually allows *more* units-per-class than ordinary small desks . . . without crowding or confusion. Alternate book boxes enable full utility of all floor space, yet provide 23" separation between students (even more than standard aisle width). With tubular steel legs, the One-12 is shown with Fibre-plastic top . . . also available in solid maple or birch. In sizes for all twelve grades. Die-formed steel model also available. Top size: 18" x 30".



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MANUFACTURING CO.  
TEMPLE, TEXAS

For Competent Assistance, Complete Details, Ask Your State AD Representative



## EDUCATION AND PLATFORMS

(Concluded from page 60)

children." This latter clause is evidently intended to include aid to non-public schools for essential health and safety features. There is no mention of the problem of an "integration rider" to the bill which was voted down in the Eighty-Fourth Congress.

### A Number of Unemphasized Issues

Both parties would continue the school milk program, would support medical education and medical research, and rehabilitation training. The Republicans specifically say that the states as "co-equals with the Federal government, will have Federal cooperation and help for research, education, service, and regulation programs," in agriculture. The Democrats would provide assistance for training teachers of exceptional children, and provide better educational health and welfare opportunities for migratory workers. Research is mentioned in many connections in both platforms. It has become a major activity and may be the means for control of educational institutions.

### Higher Education

A strange slip on the part of the Republicans is the plank: "Our Administration also proposed for the first time in history, a thorough nation-wide analysis of rapidly growing problems in education beyond the high schools." Apparently reference is intended to the five-volume report of the President's Commission on Higher Education (President Truman) published in 1947. Of course, the U. S. Office of Education makes and publishes a biennial survey of these problems.

### The School Segregation Issue

The main national educational issue is integration of Negro children in public schools. Though fine phrases are used one feels the delicacy of the subject. There is obviously a desire to pay formal respect to the Supreme Court, and nothing is said that the Court changed its own 1896 decision about separate and equal provisions of educational opportunity over night in 1954. Interposition is not mentioned. There is apparently a weather eye on the 11 per cent of the population who are Negroes and concentrated in large urban areas in the North which constitute a balance of power in certain important states with large electoral votes. There is the South with its traditional social attitudes and the extremely difficult problem of readjustment, which also has a substantial number of electoral votes. In any case, the problem is nowhere described so forthrightly as it is in a book written by a group of Southern educators who favor integration. They say:

The public schools of the South for the first time in history find themselves the central agency in bringing about sweeping social change invoked by legal mandate. There is no other example in the history of the nation of a legal prescription that schools should perform a function so broad in remaking a social order. In the long run this precedent may become an historic landmark, for it unequivocally makes the public schools, instruments of social revolution by order of the judiciary, whether or not such was the purpose of the Court. In effect the decision seeks to raise the schools above the level of their environment insofar as social segregation is concerned. (Pierce, Kinchelve, Moore, Dewy and Carmichael, "White and Negro Schools in the South," p. 18.)

### The Contrasting Statements

It may help if the two positions of the platforms are put in juxtaposition:

The Democratic Party is committed to support and advance the individual rights and liberties of all Americans. Our country is founded on the proposition that all men are created equal. This means that all citizens are equal before the law and should enjoy equal po-

The Republican Party has unequivocally recognized that the supreme law of the land is embodied in the Constitution, which guarantees to all people the blessings of liberty, due process and equal protection of the laws. It confers upon all native-born and naturalized citizens not only citizenship in the State where the individual resides but citizenship of the United States as well.

litical rights. They should have equal opportunities for education, for economic advancement and for decent living conditions.

We will continue our efforts to eradicate discrimination based on race, religion or national origin. We know this task requires action, not just in one section of the nation, but in all sections. It requires the cooperative efforts of individual citizens and action by State and local governments. It also requires federal action. The Federal Government must live up to the ideals of the Declaration of Independence and must exercise the powers vested in it by the Constitution . . . The Democratic Party pledges itself to continue its efforts to eliminate alleged discrimination of all kinds in relation to . . . full rights to education in publicly supported institutions.

This is an unqualified right, regardless of race, creed or color.

The Republican Party accepts the decision of the U. S. Supreme Court that racial discrimination in publicly supported schools must be progressively eliminated. We concur in the conclusion of the Supreme Court that its decision directing school desegregation should be accomplished with 'all deliberate speed' locally through federal district courts. The implementation order of the Supreme Court recognizes the complex and acutely emotional problems created by its decision in certain sections of our country where racial patterns have been developed in accordance with prior and long-standing decisions of the same tribunal.

We believe that true progress can be attained through intelligent study, understanding, education and good will. Use of force or violence by any group or agency will tend only to worsen the many problems inherent in the situation. This progress must be encouraged and the work of the courts supported in every legal manner by all branches of the Federal Government to the end that the constitutional ideal of equality before the law, regardless of race, creed or color, will be steadily achieved.

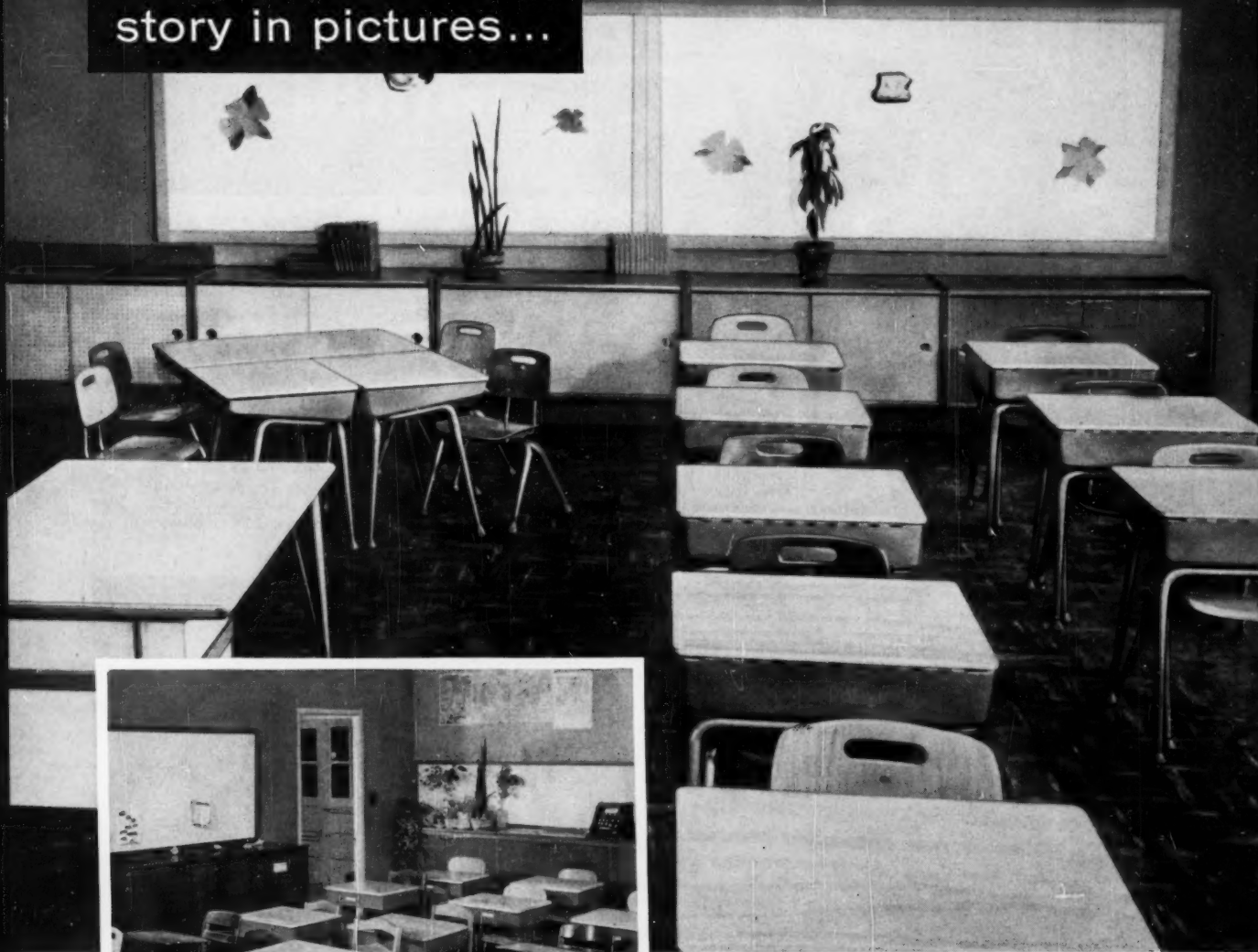
### Federal Aid — A Means to Nationalization

The examination of the planks of the national political platforms give probably the clearest revelation of the confused nature of the national activity in education. The activity could hardly be called a policy. The Land Grant College activities of the Federal Government, the most extensive besides the vocational training program, are not discussed. Federal control of education is verbally taboo. The specific propositions discussed seem to be entering edges for federal activity. The exercise is sometimes our military needs and technological advance, which nationally may be merely another form of military need. Though the word "control" is taboo, other words are the fashion: "to encourage," "to stimulate," "to initiate," "to support," "to increase." This is the nature of federal activity in the area in which it has no direct constitutional mandate. One of the difficulties is that education is always a means for any social purpose, and this chameleon character of the word and the activity creates the difficulty. The Webbs in their study of grants-in-aid legislation in England have shown on a grand scale, how what they call "grants-in-aid" and we call "Federal Aid," was the instrument of a great nationalization or centralization process in England. — E. A. F.

### G.I. EDUCATION BILL

OF ALL the educational enterprises of the Federal Government the G.I. Bill of Rights, which came to a final ending on July 25 stands out as an achievement of which the American people can be justly proud. In twelve years nearly eight million service men enjoyed the benefits of education and training at a total cost of \$14.5 billions. It is certain that in the ordinary course only a small fraction of the 2.2 millions of veterans who went to college would have had the advantages of such an education. It is to the everlasting credit of the colleges, local high schools, and vocational institutions that they co-operated fully and with a very few unscrupulous exceptions gave the war-matured young men and women a type of service that has done unmeasurable good in raising educational, cultural, and occupational levels. Best of all, new traditions have been set up which will mean that ever increasing percentages of high school graduates will enter college for more serious purposes than social prestige.

A before and after  
story in pictures...



North Elementary School, Lansing, Michigan



## Modernize... one room at a time

Desirable as it might be, the answer to today's demands for classroom space is not always the new building, newly equipped. Many existing facilities can be made to serve for years to come through the addition of carefully selected modern equipment.

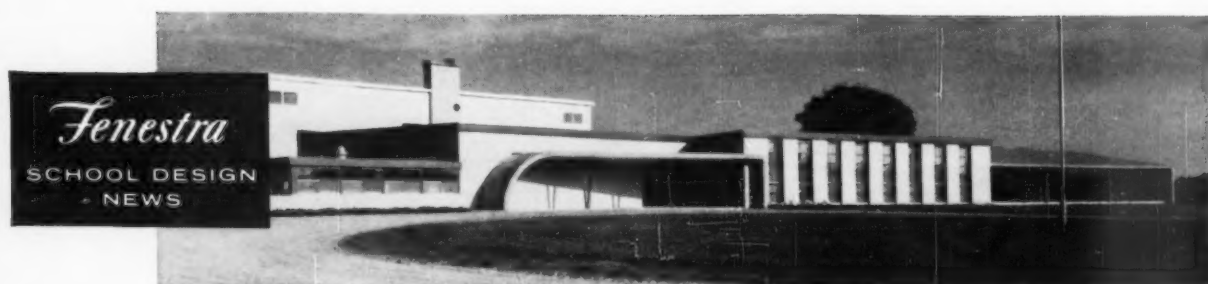
And . . . modernization need not be a burden on the school budget. Brunswick furniture and movable cabinets, for example, can be added one room at a time

at your convenience during the school year. Your first room, Brunswick-equipped, goes a long way toward bringing your older building up to date.

One room or a complete school, Brunswick furniture brings you comfort, color, versatility and flexibility that make a unique contribution to the process of learning. Write: The Brunswick-Balke-Collender Company, 623 S. Wabash Avenue, Chicago 5, Illinois.

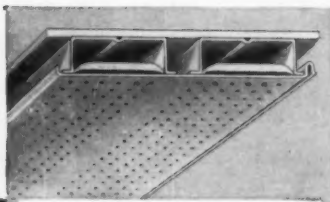
JUST ONE LINE CONTINUES TO SET THE PACE...IT'S

*Brunswick*



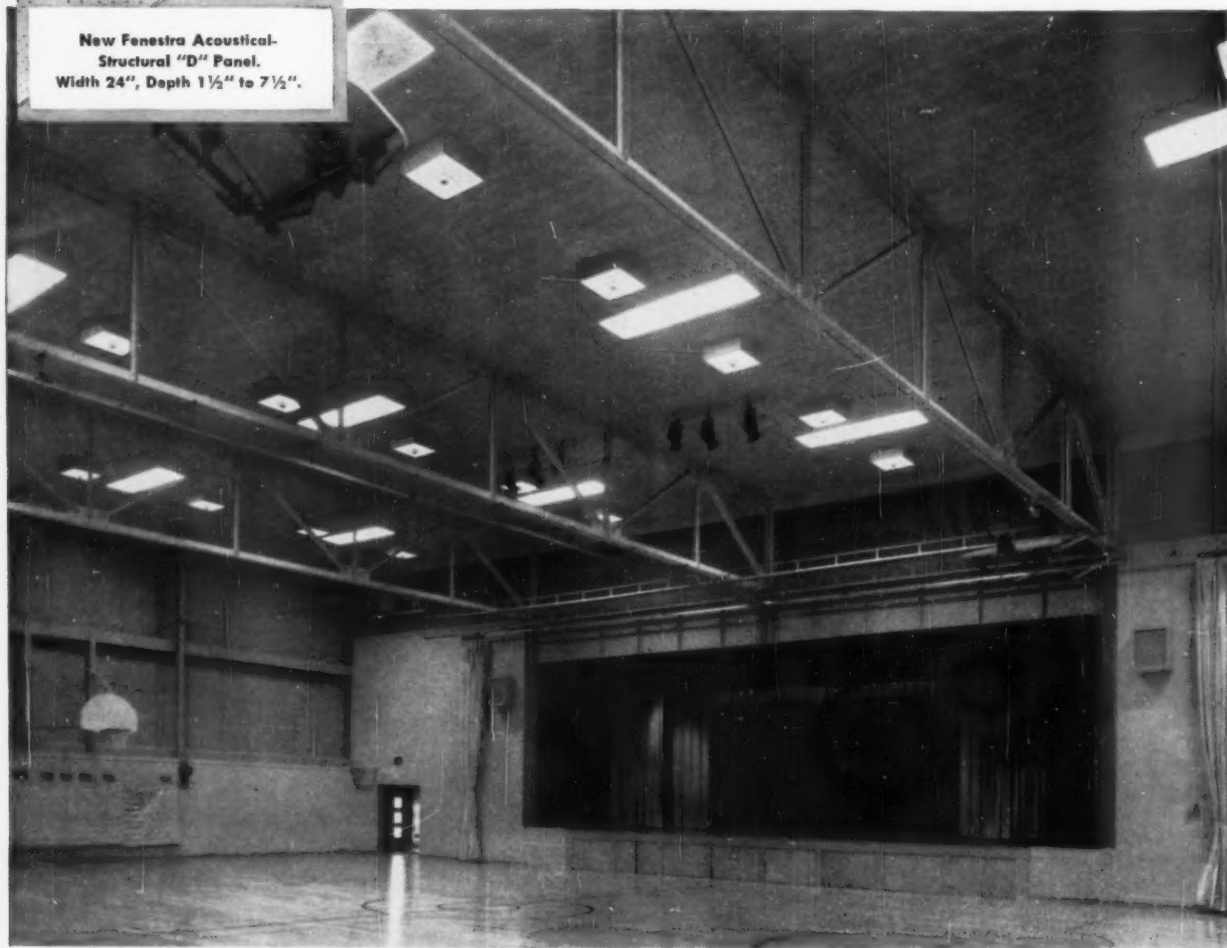
Seymour High School, Seymour, Wisconsin, cost only slightly over \$10.00 per square foot to build. The entrance is oriented to protect it from prevailing storms, and the large canopy allows unloading several school buses at one time without exposing the students to winter weather. This school contains over 55,000 square feet, including all the classrooms and specialized teaching facilities required by a modern high school.

**Architect:** Lawrence Monberg & Associates, Kenosha, Wisconsin. **Contractor:** Peter Rasmussen & Son, Oshkosh, Wisconsin.



Fenestra Acoustical-Structural Building Panels form the roof for this combination gymnasium and auditorium at Seymour High School. Efficient acoustical treatment inside the panels cannot be harmed by objects striking the ceiling. This room was designed so that spectators would not have to cross the playing floor to reach the bleachers and so that daylighting would not produce sun shafts or bright spots on the playing floor. The gymnasium entrance is located off the school lobby so that it may be easily used for evening activities. The Music Department adjoins the stage and is isolated from the classrooms to eliminate disturbance and noise.

New Fenestra Acoustical-Structural "D" Panel.  
Width 24", Depth 1 1/2" to 7 1/2".





How Fenestra\* Acoustical-Structural

Building Panels help you

## BUILD BETTER SCHOOLS AT LOWER COSTS!

*School building costs reduced as much as \$2.00 per square foot over similar building in the same area—that's typical of the experience of school boards and architects who take advantage of the design and building economies of modern Fenestra Acoustical-Structural Building Panels.*

Seymour High School, Seymour, Wisconsin, is a good example of the fine schools now being built in many sections of the country with this unique building product. Its basic structural system consists of Fenestra Acoustical-Structural Building Panels on bearing walls.

These lightweight, high-strength steel panels form the structural roof and the finished interior ceiling with "built-in" acoustical treatment. They replace five different materials—usually requiring extra labor and cost—with one prefabricated metal building unit, erected in one operation by only one trade.

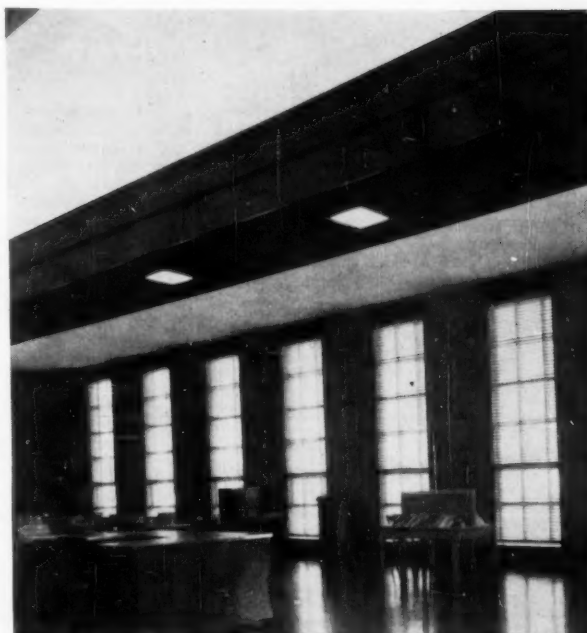
The unique cellular design of Fenestra Acoustical-Structural Building Panels makes them strong enough to span up to 31 feet under normal roof loads and provide lateral support for the bearing walls. Their width—24 inches—fits perfectly with modular design techniques. This speeds up construction and eliminates cutting and fitting of the panels and other materials on the job.

The flat bottom surface of the panels, which forms the interior ceiling, is perforated. Sound absorbing material that produces a noise-reduction coefficient of 80% is enclosed inside the panels. It cannot be harmed by painting or maintenance cleaning. There is no "stuck-on" material to discolor or fall off and require replacement. Because this plate is a part of the structural panels it is made of 16-gauge steel—4 times thicker than the usual metal pan ceiling construction. This assures extra resistance to damage by objects thrown against the ceiling or other impact. You save money on maintenance costs year after year!

**Fenestra**  
INCORPORATED

Metal  
Building  
Panels

Your Single Source of Supply for  
BUILDING PANELS • DOORS • WINDOWS



The library at Seymour High School, as well as the classrooms, features a Fenestra Acoustical-Structural Building Panel roof for a quiet, pleasant atmosphere and efficient sound control. This school is designed to function as a community center, too. This room opens off the building lobby and other public rooms, and the school offices are combined in this community center unit. They are easily used in the evening without opening the entire school, and visitors do not have to pass through classroom areas.

Room-to-room noise flow is prevented by sound transmission barriers incorporated into the panel design.

Interior masonry bearing walls with Fenestra Panels spanning between them save structural steel and reduce foundation and footing requirements. The exterior walls may be chiefly glass and used only as curtain walls. Schools using this basic structural system have varied in cost from \$9.00 to \$15.00 per square foot depending upon mechanical facilities, interior trim and school accessories.

All across the country, architects and school boards are discovering that they can design and build better schools at lower costs with Fenestra Acoustical-Structural Building Panels. If you are now planning a new school, you should get complete details on these unique building products and the new design concepts possible with them. Call your local Fenestra Representative, today—listed in the Yellow Pages—or mail the coupon, below.

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**Fenestra** Incorporated  
Dept. AS-10, 2256 East Grand Blvd.  
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Please send me complete information on building better schools at lower costs with Fenestra Building Panels.

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CITY \_\_\_\_\_ STATE \_\_\_\_\_

# School Administration News

## BRIARCLIFF PUBLIC RELATIONS

Public relations between the Briarcliff public schools and the parents, citizens, and taxpayers of Briarcliff Manor, N. Y., are taking a strong upswing as a result of a new series of policies adopted by the board of education, upon recommendation of the Public Relations Committee, headed by W. H. Ferry.

The Public Relations Committee holds that the dissemination of information about the schools and school affairs to the press, the parents, and the community groups is an administration function. The district is en-

titled to receive accurate news on all school affairs, except matters under immediate study concerning which discussions are under way and public announcements will be made at a later date.

The professional administration of the schools is to secure advice from the board and its committees on questions of information. In its written policies, the board has agreed that "the administration is responsible for all informational services of the district, except for such matters as the board may from time to time wish to deal with itself."

### Public Information

The committee found that local public opinion about the schools is healthy. The community is deeply interested in the education of its children and many different opinions prevail concerning the proper aims and methods. From time to time public

opinion is fretful and amused, puzzled, enthusiastic, or even angry; but seldom is it bored.

When the schools have not been looked upon with favor it has been said that the conditions have sprung from inadequate knowledge. The board feels that this is not altogether true. In a recent argument over methods of teaching handwriting, there was no favorable agreement even though explanations were made to the public.

Good will toward the schools, in the opinion of the committee, cannot be continued by conventional public relations agreements such as are employed by large corporations. The goal of the school board should always be the best possible program of public education. There should be a continuous appraisal of educational policies and methods, and this appraisal should be conducted in the open. The participation of parents and interested organizations should be invited in order that public opinion will be well informed concerning school affairs. Wide distribution of information and giving the district a chance to sit in on almost all deliberations of the board will eliminate most valid complaints about the lack of information and misinformation. The agenda of the board meetings should be published and there should be a standing invitation to various interested organizations to attend board meetings. A step in the right direction has been taken in setting two regular meetings a month.

### NO INFORMERS

Teachers in the New York State schools need not inform on fellow teachers who are or have been members of the Communist party, or who engage in Communist front activities. Principals, supervisors, and other school administrators are required, however, to report any activities engaged in by Communist teachers so that these may be brought to trial if necessary.

State Commissioner Allen, in rendering his decision, declared that it would not be conducive to strength and cohesion of the school system if teachers were obliged to act as informers.

### NEW PROGRAM

The school board of District 5, Kalispell, Mont., has set up a new program in homemaking for the junior high school, under which homemaking is correlated with art. All instruction directly related to design, color, or construction is supervised by the art director.

The board has adopted a new policy of permitting school-age groups to use the various school facilities rent free. Out-of-school groups, on the other hand, must pay a fee which covers supervision and janitorial service. The board believes the school facilities should not be limited to in-school groups.

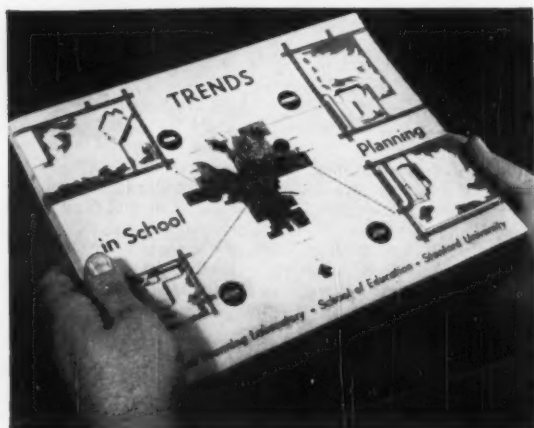
Speech therapy and mental health work, which is supported by service groups and the state special services are supervised locally by the schools. Scheduling of pupils and case information are also carried out by the school authorities. The system eliminates confusion in scheduling and permits discussion of findings in the presence of parents.

### CLASSES FOR HANDICAPPED

During the school year 1955-56, the public schools of Atlantic City, N. J., conducted a special class for handicapped children, who by reason of performance and as a result of tests, were found to be incapable of academic achievement.

A special program has been inaugurated, with emphasis on personal and social development. The class of approximately 10 pupils, is being taught by a specially trained teacher. Special equipment is provided and the class is in session five days a week, from 9:00 to 1:30 p.m. Children in attendance are transported at the expense of the board.

## New School Planning Aid



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Planning Laboratory  
Stanford University

**120 PAGES OF CASE HISTORIES, PHOTOS, DRAWINGS**

This newly published study by Stanford University's nationally recognized School Planning Laboratory presents a wealth of practical data in concise form.

Includes well-illustrated reports by educators, architects, administrators, and suppliers attending the Laboratory's 5th Annual School Planning Institute. Covers specific school building programs, general trends, classroom planning, development of special facilities, use of new materials and building techniques.

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**School Skylights  
of COOLITE  
Wire Glass  
Keep Interiors  
Bright and  
Cheerful**



**NORMANDY PARK ELEMENTARY SCHOOL,  
Seattle, Washington**

Architect: Waldron & Dietz

Photographer: Dearborn-Massar

Because of its very pleasant flood of light, Coolite Wire Glass, skylighting the Normandy Park Elementary School corridor in Seattle, Washington, has excited more comment than any other space in the school, relate Waldron and Dietz, Architects. This cheery glow of softened, diffused daylight is borrowed by adjoining rooms providing extremely high levels of glare-free, natural illumination. The glass creates an open, airy atmosphere and appears as clear, blue sky even on overcast days. The same Coolite Wire Glass is used in the multipurpose room. Mr. Waldron reports that "it has proven entirely satisfactory for elementary school use... direct light of this variety is desirable because it is pleasant and cheerful."

Coolite removes the harmful qualities of "raw" sunlight, helps students see better, work better, feel better. Coolite permits use of large areas of glass without undue heat and discomfort, makes rooms appear larger, friendlier.



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Translucent, light diffusing glass by Mississippi for better daylighting is available in a wide variety of patterns and surface finishes to fit any need within any school budget. Take advantage of Mississippi's wide experience. The company conducts a continuing study of school illumination in an experimental school building constructed on factory grounds. Its technicians are ready to help you with your daylighting problems.

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## ELEMENTARY MUSIC IN MICHIGAN

School administrators in Michigan charged with building an adequate vocal music program for elementary grades despite teacher and facilities shortages are finding a cost-free remedy in "Festival of Song" created by the University of Michigan.

Last year some 20 counties, including both city and rural schools, employed the twice-a-week radio broadcasts for their entire vocal music training. The University looks for a 50 per cent increase in the total number of schools using the series this fall. An even greater increase can be handled, if necessary, with existing facilities.

"Festival of Song" is a half-hour broadcast taught by Edythe M. Albert, instructor in Music Education at the U-M School of Music. Assisted by a quartet of studio singers, Miss Albert taught more than 15,000

elementary school children through her radio music course last year. She presents a balanced program of songs, music appreciation, simple dances, and musical games for grades one through eight.

The live broadcasts are heard over the University stations, WUOM and WFUM. Tape recordings of these programs are then provided, without charge, to more than 20 community radio stations throughout the state.

A special teachers manual prepared for the course contains complete lesson plans for all broadcasts, and offers additional guides to the classroom teacher. Students use the Festival Songbook which has words and music to the 60 songs and dances which will be taught during the year. While the songbooks are distributed at the cost of 25 cents, the teachers manuals are sent free to participating schools.

"Festival of Song" will open its seventh year on the air in October. Aimed toward rural schools when it first began, the series is now being used by city and consolidated schools as well. Constant review of the format and content of the broadcasts is maintained by the faculty of the School of Music to help insure its continuing value to schools.

—Wm. Bender, Jr.

## ADMINISTRATIVE CHART

The board of education of Moorestown, N. J., has issued an administrative chart of school personnel, which establishes lines of authority and channels of responsibility for all school personnel. The chart lists school board officials, principals, teachers, supervisors, directors of special departments, assistant principals, and pupils.

## TELEVISION SERIES

A new television series entitled, "The School Board Answers," featuring members of the Milwaukee board of school directors, will be carried on Station WXIX-TV, September 15, from 2 to 2:30 p.m., and on alternate Saturdays. The program will be of the question and answer type.

## DEMAND BARGAINING

The American Federation of Teachers, at its annual convention in Pittsburgh, adopted a resolution, demanding collective bargaining as a means of arriving at agreements concerning salary schedules and other employment conditions for teachers. One of the phases of the contract asked for by the Federation includes a section in force in Proviso Township High School, Cook County, Ill.

All disputes between the board and the union shall be considered and, if possible, decided with all expedition in conference between the representatives designated and authorized by the board and the union.

Disputes between the union and the board growing out of grievances shall be handled in the following manner: (a) in conference with the school superintendent; (b) but failing to reach an adjustment in this manner, it shall be the duty of the designated representative of the board and the union within five days after such dispute to specify in writing to the board and the superintendent a time and place at which such conference shall be held; provided that the time and place shall be no less than five days or more than twenty days from receipt of such notice.

The Federation holds that such a contract precludes procrastination and gives both sides a chance to settle problems with the least amount of wasted time and red tape. According to news reports, eight local unions have similar contracts in force with the boards of education.

## EXCHANGE PROGRAM

More than 500 United States and foreign teachers are participating in the 1956-57 program of foreign exchange teaching, according to a report of Commissioner of Education S. M. Brownell.

One hundred American teachers will exchange teaching positions with as many teachers of Great Britain. Another 56 American teachers will interchange with equal numbers from Australia, Austria, Belgium, Canada, France, Germany, Italy, The Netherlands, New Zealand, and Norway. A total of 103 U. S. teachers will go to other countries on one-way assignments. During 1956, 71 U. S. teachers attended summer classes in France, Germany, and Italy.

★ CHARLES E. GARNER is the new superintendent at Webster Groves, Mo.

★ BENJAMIN MURREY has taken the superintendency at Bath, Mich.

★ CARL S. KNOX is the new superintendent at Olathe, Kans., succeeding W. B. Kintigh.

★ WILLIAM H. FIRST is the new superintendent at Oakmont, Pa.

★ GLEN DILL, of Reydon, Okla., is the new superintendent at Billings.

What they say:

"No maintenance cost"  
11 stokers

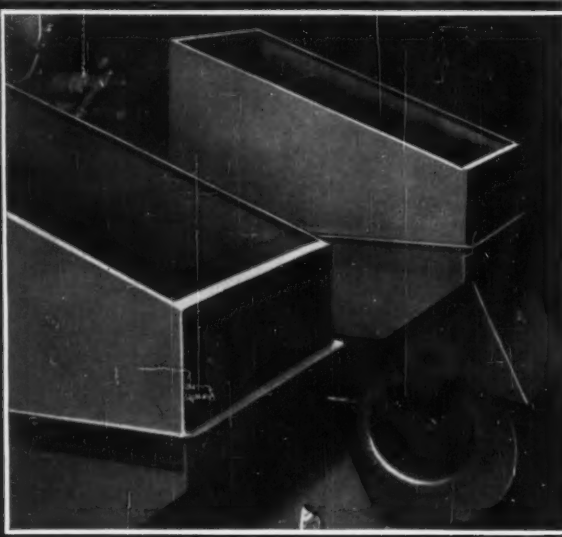
"controlled heat without waste"  
30 stokers

"convinced we made wise decision"  
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"recommend for trouble-free service"  
72 stokers

\*Owner's name available

## Repeat orders prove —



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but a proven way to years of comfort

with clean, safe, economical heat

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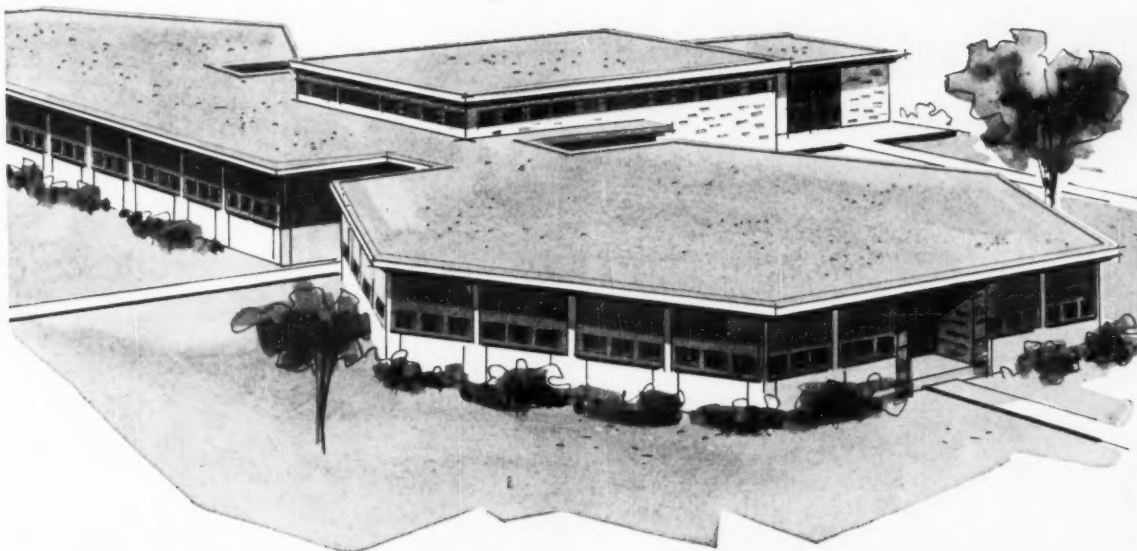
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## A SCHOOL LIKE THIS NEEDN'T BE EXPENSIVE

*Stran-Steel structural systems substantially cut construction costs for 3 new Ohio schools*

This handsome Northeast Elementary School in Findlay, Ohio, only looks expensive. It cost substantially less than traditional types to build, yet it combines prime quality construction with the newest functional design.

How can this be done?

The answer is Stran-Steel's system of fully integrated components. Joists, "C" sections, studs, channels, roof decking and sidewalls are made for each other. But the biggest cost-saver is the nailing groove. Stran-Steel's distinctive nailing groove makes it possible to nail collateral materials directly to the framing without special tools.

This fall three new schools of similar design will provide an additional 50,000 square feet of space for the school children of Mendon and Findlay. An annex to Whittier Elementary School

and an addition to the Mendon-Union Local School, as well as the complete new Northeast Elementary School are of the hexagonal Maximlite design and built with Stran-Steel framing members. Maximlite design achieves maximum use of natural lighting, the most economical and flexible use of space and an attractive appearance inside and out.

Because the Stran-Steel structural system is adaptable to all types of construction, it can be used for complete new schools or an addition to the buildings you already have. With Stran-Steel, you will always have an attractive, durable, fire-safe structure. And design possibilities are limited only by your imagination.

Ask your architect to show you how these structural systems can fit into your school building plans. All Stran-Steel architectural products are available from a dealer near you.



In-construction closeup of Stran-Steel joists and columns.



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Detroit 29, Michigan • A Unit of

**NATIONAL STEEL CORPORATION**

Stran-Steel Corporation  
Detroit 29, Michigan

Please send full information on Stran-Steel structural systems for schools.

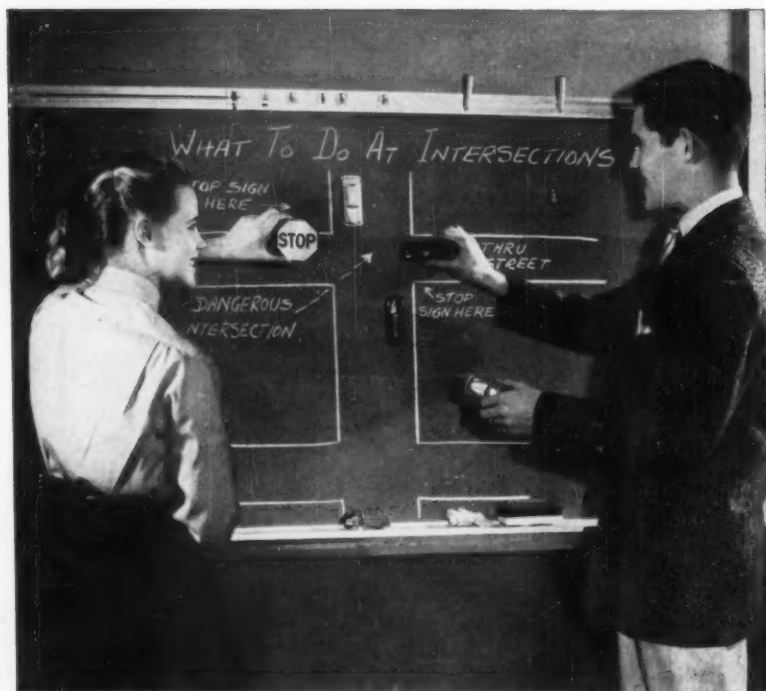
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Address

City  Zone  State

56-SS-65A

S



Students "drive" magnet cars on Weldwood Chalkboard, learn young that safety is no accident. Weldwood Aluminum Chalkboard Trim, shown, makes a neat installation, and installed cost is less than any similar product on the market.

## New magnetic chalkboard helps schools teach highway safety



Another Weldwood product is beautiful Weldwood birch paneling. Built-ins help get away from old-fashioned "institutional" look in Hillandale Elementary School, Montgomery County, Md. Arch.: McLeod and Ferrara.

\*PORCELAIN FACES BY THE BETTINGER CORP.

**Weldwood®**  
**CHALKBOARD**  
A product of  
**United States Plywood Corporation**  
Weldwood—The Best Known Name in Plywood

This new kind of chalkboard lets students see accidents and traffic violations happen right before their eyes. Tiny magnets in toy cars stick to Weldwood Chalkboard, lift instantly to new positions, make it easier to teach safe driving.

Perfect for visual aids in school and business, Weldwood Chalkboard is easy to write on: doesn't "squeal" under chalk. Its soft green color gives maximum readability and is restful to young eyes.

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Weldwood Chalkboard is *guaranteed for the life of the building* in which it is installed.

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CITY \_\_\_\_\_

STATE \_\_\_\_\_

## SCHOOL LAW NEWS

### Tenure of Teachers

If a provision of the Teacher Tenure Law that "if the removal or dismissal results from a decision of the board to decrease the number of teachers employed, or to discontinue some particular type of teaching service," the written notice shall be given in specified manner permits removal for specified reasons without an administrative hearing, then such provision is an exception to the general rule, affirmed in the Illinois statute, requiring a hearing, and as such an exception, provision is to be strictly construed. — *Hankenson v. Board of Education of Waukegan Tp. High School Dist. No. 119, Lake County, 134 Northeastern reporter 2d 356, Ill. App.*

The main purpose of the Teacher Tenure Act was stability, certainty, and permanency of employment on the part of those who had shown by educational attainment, and by probationary trial, their fitness to become regular teachers in the public school system, but the Act did not impair the discretionary power with which school boards and school authorities are vested in order to make the best selection of teachers. M.S.A. §§ 130.22-130.32. — *Frisk v. Board of Education of City of Duluth, 75 Northwestern reporter 2d 504, Minn.*

### School District Property

A school district is a body corporate with power to own and sell real estate. — *Feeler v. Reorganized School Dist. No. 4 of Lincoln County, 290 Southwestern reporter 2d 102, Mo.*

Under the Oregon statute, providing that the union high school board shall select and purchase necessary land for a school site when bonds for a new building had been legally authorized, the board had implied power to abandon the existing site and school building without affirmative vote of two thirds of the voters on the question of the selection of a new site. — *Hotchkiss v. Union High School Dist. No. 2, Harney County, 297 Pacific reporter 2d 306, Ore.*

A state has the power to take sole jurisdiction over the supervision and control of construction and repair of school buildings. — *Hall v. City of Taft, 297 Pacific reporter 2d 686, Calif. App.*

Where a lot was conveyed to the trustees of a school district and their successors in office for a site of a schoolhouse to be occupied by such district "so long as it shall be necessary for school purposes," the title of school trustees automatically terminated the moment the land ceased to be used for school purposes, and hence, the trustees had no title to convey when they purported to sell the land at a public auction, and the defendants acquired the title to the property by deed from the trustees. *Gorton v. Wager, 149 N.Y.S. 2d 887, N.Y. Sup.*

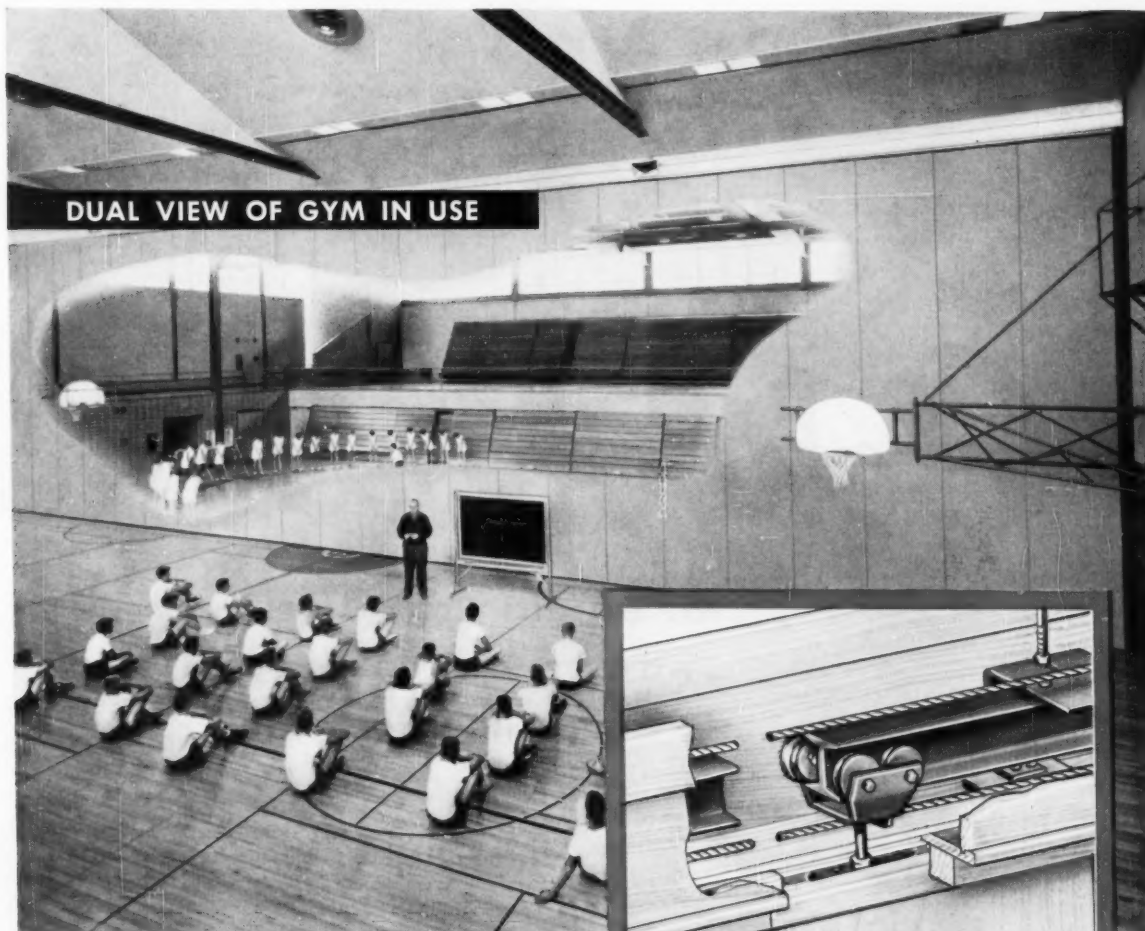
### School District Government

Powers conferred by the Illinois school law upon the board of education can be exercised only at a regular or special meeting of the board. — *Hankenson v. Board of Education of Waukegan Tp. High School Dist. No. 119, Lake County, 134 Northeastern reporter 2d 356, Ill. App.*

A record must be kept of essential steps in the exercise, by the board of education, of its powers. — *Hankenson v. Board of Education of Waukegan Tp. High School Dist. No. 119, Lake County, 134 Northeastern reporter 2d 356, Ill. App.*



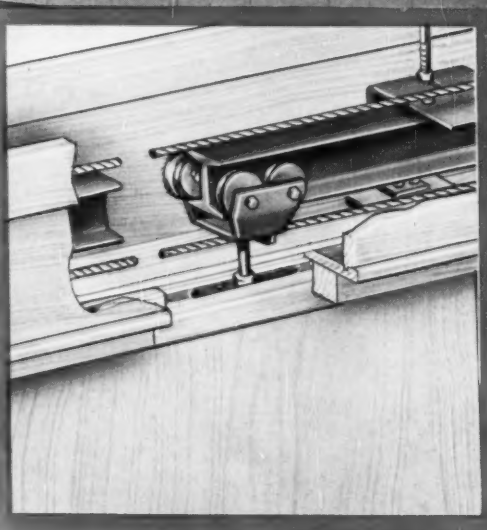
## Exclusive feature of Brunswick-Horn folding partitions



Glenbrook High School, Glenview, Illinois, Perkins & Will, Architects

### Four-wheel "Y" yoke trolleys give smoother, easier operation

Here's an important exclusive feature that results in smoother, easier operation of your folding partition when you specify Brunswick-Horn. Each "Y" yolk trolley operates on four precision machined cast steel rollers that fit the contour of the "I" beam track perfectly. Pre-lubricated needle bearings as-



sure long, trouble-free use. This means perfect alignment between track and trolley at all times, maximum support for the full weight of the partition.

Why not discuss *all* of these fine features of Brunswick-Horn folding partitions with your nearby representative today?

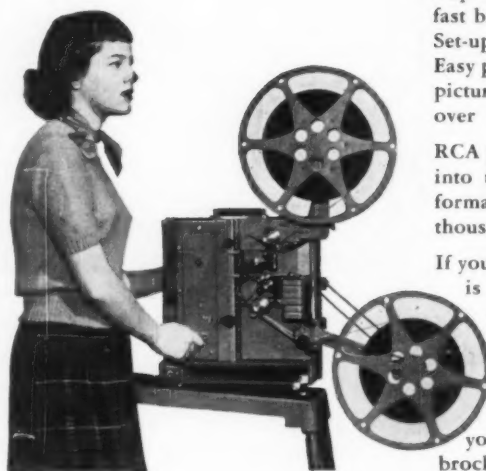
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# Schools count

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an amateur can operate  
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Pupils, teachers . . . everyone picks up that "professional" touch fast because it's so easy to operate an RCA 16mm Projector. Set-up is quick and film goes like a breeze through the Thread-Easy path. Flip the switch . . . the show's under way with steady pictures and clear sound faithfully reproduced. Turn the job over with confidence even to younger elementary pupils.

RCA precision-manufacturing builds dependable performance into these rugged Projectors. It will be smooth, quiet performance, too . . . with minimum maintenance even though thousands of different hands operate your Projector.

If your needs call for a really *compact* projector, your machine is the single-case RCA Junior. For extra big-audience sound power, equip your school with the RCA Senior featuring speaker in a separate case. Ask your RCA Audio-Visual Dealer to show you both . . . and to demonstrate all the RCA quality features which add up to the kind of dependability schools require. Or, perhaps you'd prefer RCA 16mm Projector details in ready-reference brochure form. Mail the coupon above . . . right away!

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**... for Sound Systems  
expertly planned to serve  
administrators, teachers and students**

It's a far more efficient school building—more adaptable to flexible scheduling, too—with an RCA Sound System. Administrators, teachers, pupils can be contacted at a moment's notice. Teachers can broaden classroom outlook; school-wide activities flow more smoothly.

Each RCA Sound Console—available in single or dual channel is a master communications control center, engineered and specially designed for *school* use. From your console, you call any room singly or any combination of outlets. Contact the whole building with a flip of the "all-call" switch. If desired, you can arrange speakers in your classrooms that allow two-way conversation. And your RCA Sound Console is completely versatile because it comes equipped with three-speed phonograph, AM-FM radio or tape recorder.

The knowledge and facilities of an RCA Distributor of Engineered Sound back your RCA Sound System from earliest planning stages. He skillfully supervises installation; he'll be ready with the same aid and advice should expansion become necessary. An interesting brochure completely describes the dependable quality of RCA School Sound Systems. Drop the above coupon in the mail to start your copy on its way to you very quickly!



EDUCATIONAL SERVICES

**RADIO CORPORATION of AMERICA**

CAMDEN, N. J.



## EQUIPMENT CONSULTANT

(Concluded from page 57)

group is to be "delivered and installed ready for use," or is to be "carried into the building," or is to be "delivered to the building."

In the case of much special equipment, demanding experienced installation men, it is usually best to make the bidder responsible for installation. In other cases it is sometimes more economical to merely have it delivered to the building. The location of your school, available local labor, and other factors may enter into this decision.

### When to Purchase Equipment

Many school boards have taken up the purchase of equipment at a series of meetings, perhaps buying classroom furniture this week, laboratory furniture next week, auditorium chairs at another meeting, and so on and on. This is a very dangerous procedure unless you are working on a very detailed budget (and sticking to it) or if you have unlimited funds available, as it almost always works out that the first few groups get more consideration as to quality and the last items to be taken up have to be chopped down or eliminated because the equipment budget is exhausted.

The most satisfactory method of buying is to get all the information and prices together, make all decisions as to contract awards at the same time, so that any "cutting down" can be more evenly distributed, or items can be eliminated which will least affect the safety of pupils and teachers, and will not hurt the educational program.

### The Taxpayers' Money

In conclusion — when buying equipment for your new school, remember it is taxpayers' money you are spending — you get just about what you pay for. Often a better article which will last longer and give better service is less expensive over a period of years than the low bid.

### THE PURCHASE OF ICE CREAM

Louis J. Cook, Superintendent of Supplies for the New York City board of education in response to an inquiry from NIGP, has given his experience regarding specifications for ice cream. Under the present program, each high school in the city operates as a separate entity and makes its own purchases of perishable supplies, including ice cream. When an attempt was made to purchase ice cream centrally, it was found that individual ice cream companies serving particular schools owned the equipment, and it was difficult to make effective purchases under the conditions. To break this monopoly, it was decided to purchase ice cream cabinets and supply them to the schools, which enabled the schools to purchase ice cream as a product to be delivered to the local school equipment. Since each school is a separate entity no money was available for the purchase of the cabinets. The city government provided a cash loan of \$80,000 for the purchase of the necessary ice cream cabinets, the loan to be repaid over a two-year period from the savings developed as a result of the system.

It is expected that the loan will be repaid in full in 1956 and that the plan will continue to show substantial savings.

# Choosing a Fire Extinguisher

Since the week of October 7 is scheduled as Fire Prevention Week, now is probably an ideal time to consider the schools as potential sources of fire.

The Fire Equipment Manufacturers' Association reminds school authorities that the experience of a school fire can be a grim teacher. Among other things, they recommend a properly maintained fire extinguisher as one of the most effective ways to avoid "danger, high dollar losses, and possibly injury and death" that might result from a school fire.

To help schoolmen from experiencing a school fire, the Association offers the following basic information on the selection of fire extinguishers.

### Three — the Magic Number

All fires are not the same; adequate protection depends on having the right extinguisher at the right place.

Fires magic number is three; three essentials to start a fire, three basic methods of fire control, three classes of fires, and three ways to propel extinguishing agents.

The three essentials of a fire are heat, fuel, and oxygen. The principles of fire control lie in the elimination of any or all of these three essential requisites.

Heat is required to raise the temperature of the fuel or combustible material to the point where rapid combustion (i.e., fire) takes place. Heat control, therefore, consists of lowering the temperature of the fuel below the point where combustion takes place.

It is the rapid combination of oxygen with elements in the fuel, with the accompanying manifestations of heat and light, that we commonly call fire. Usually a concentration of 15 per cent oxygen must be maintained for a fire to continue. Oxygen control or elimination is accomplished by smothering.

Fuel control includes any action to make the combustible material noncombustible — either temporarily or permanently.

Fires are classified as types A, B, and C. The three types of fires and their methods of control are:

**Class A** — Paper, wood, cloth, excelsior, rubbish, and similar combustible material containing carbonaceous matter. Extinguished by lowering the temperature of the fuel with water or water solutions.

**Class B** — Where the fuel consists of gasoline, oil, grease, paint, or similar volatile material. Controlled through eliminating oxygen by blanketing with a chemical foam, dry chemicals, vaporizing liquids and/or nonburning gases such as carbon dioxide.

**Class C** — Electrical fires. Nonconducting materials such as carbon dioxide certain vaporizing liquids and/or dry chemicals must be used to control the fire by cutting off the oxygen supply.

### Methods of Propulsion

There are three basic methods of propelling extinguishing agents from portable extinguishers. They are:

1. Stored pressure methods using carbon dioxide or nitrogen cartridges or stored air pressure.

2. Internal chemically generated pressure methods. The soda-acid extinguisher which generates carbon dioxide gas is a familiar example of this type.

3. Hand generated pressure. This method is employed on vaporizing liquid types of water pump tanks.

All of these factors influence the selection and use of extinguishers.

To have the right extinguishers available when needed, consider all of these factors when selecting new extinguishers or when making a safety survey of present equipment.

## HOW TO SELECT A FIRE EXTINGUISHER

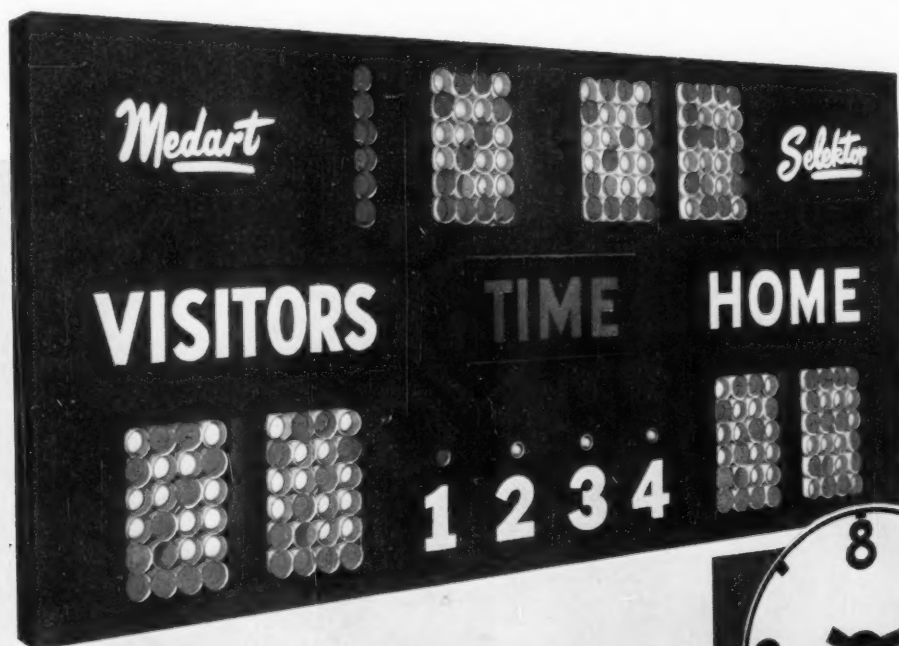
	Carbon Dioxide	Dry Chemical	Vaporizing Liquid	Foam	Soda Acid	Water
<b>CLASS A</b> Paper, wood, excelsior, rubber and general combustible fires requiring cooling and quenching.	Small Surface Fires Only	Small Surface Fires Only	Small Surface Fires Only	<b>YES</b> Foam clings to vertical surfaces, wetts and smothers.	<b>YES</b> Soda-Acid is excellent protection; it cools, quenches and soaks.	<b>YES</b> Water is excellent protection; it cools and quenches.
<b>CLASS B</b> Burning liquids (gasoline, paint, oil, grease, etc.) demand a smothering action for quick extinguishment.	<b>YES</b> Has no ill effects on food and leaves no residue.	<b>YES</b> Chemical smothers fires.	<b>YES</b> Vaporizing liquid is converted into a gas which smothers the fire.	<b>YES</b> Heavy foam blanket on surface of burning liquids smothers fires.	<b>NO</b> Basic water content will spread liquid fire.	<b>NO</b> Water will spread fire, not put it out.
<b>CLASS C</b> Live electrical fires (motors, switches, appliances, etc.) & non-conducting extinguishing agent must be used.	<b>YES</b> Carbon dioxide is non-conductor of electricity; will not damage costly electrical equipment or leave residue.	<b>YES</b> Drychemical is non-conductor of electricity.	<b>YES</b> Liquid is non-conductor and will not damage equipment.	<b>NO</b> Foam is a conductor and should not be used on electrical equipment.	<b>NO</b> Should not be used. Basic on live electrical water content will conduct.	<b>NO</b> Water, a conductor, should not be used on live electrical equipment.
<b>UNDERWRITERS' CLASSIFICATIONS</b>	2½ & 5 lb. B-2, C-2 10 lb. B-2, C-1 15 & 20 lb. B-1, C-1 and up	B-1, C-1	1 & 1½ qt. B-2 C-2 1 & 2-gallon, B-2, C-1	A-1, B-1	A-1	A-1
<b>SUBJECT TO FREEZING</b>	No	No	No	No	<b>NO</b>	Yes, unless chemical is added.
<b>EXTINGUISHING AGENT</b>	Carbon Dioxide	Dry Chemical	Heavy vapor formed from liquid by heat.	Foam Bubbles	Soda Solution and Acid	Water
<b>RANGE</b>	5-10 feet	10-25 feet	20-35 feet	25-35 feet	35-45 feet	35-50 feet
<b>EFFECT ON FIRE</b>	Smothers	Smothers	Smothers	Smothers and Cools	Cools and Quenches	Cools and Quenches

Courtesy Fire Equipment Manufacturers Association.

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# Audio-Visual Education

## Indiana Stresses Co-operative Planning for Audio-Visual Programs

As part of its audio-visual service to local school districts, the Indiana state department of instruction has recently completed and published *The Audio-Visual Program*.<sup>\*</sup> This guide for initiating and expanding audio-visual programs, and for the development and use of specific audio-visual materials, represents an acknowledgment by Indiana schools of the necessity of audio-visual implements in the modern school program.

Of particular concern for school boards and their executive staffs in school districts across the country, as well as in Indiana, is a chapter on co-operative planning for the provision of adequate school plant facilities for the effective use of audio-visual materials. Especially in these days of "glass-walled" schools, of emphasis

on maximum natural lighting, the "whole-team" approach to planning new schools or remodeling older plants will result in the school plant with the most modern educational program. Consultation with audio-visual directors or supervisors of instruction concerned with audio-visual programs by boards of education and their administrators when they are in the initial stages of planning and are approving classroom specifications would be the wisest procedure if a maximum learning environment and educational opportunities are to be furnished for today and for future years.

### Classroom Facilities

This handbook believes there are special audio-visual facilities that are universally required for various areas of the school plant.

In all classrooms in which projected

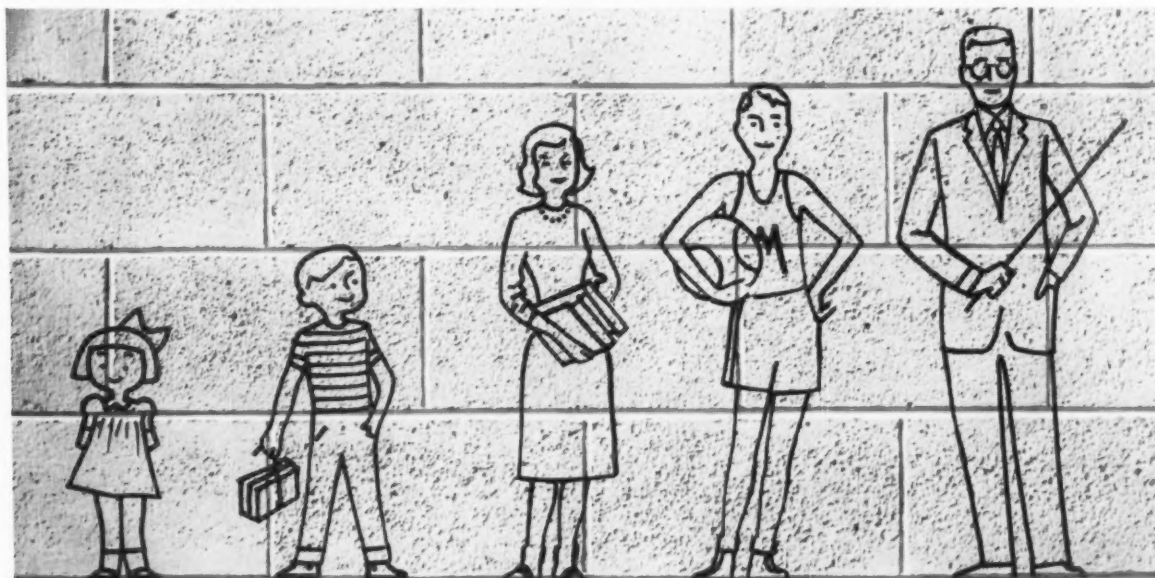
visual materials will be used as part of the regular classroom activity, facilities should be provided for quick and easy darkening. Drapes, shades, full closure venetian blinds, adjustable louvers, and jalousies are the common methods for light control.

Adequate wiring and electrical outlets should be given consideration when planning school plant facilities. At least one electrical outlet should be provided at the front and the back of each classroom. Lines serving these outlets should be separate from lines serving overhead lights and designed to allow simultaneous use of equipment in other classrooms on the same circuit without danger of overloading.

To reduce distractions from outside noises and to absorb sound reverberations within the room, all classrooms in which

(Concluded on page 78)

<sup>\*</sup>*The Audio-Visual Program*, Bulletin No. 218, Paper, 196 pp. Department of Public Instruction, 227 State House, Indianapolis 4, Ind.



For the new school or addition, be sure your architect specifies firesafe Concrete Masonry... a low cost pattern of protection... plus low maintenance and insurance cost.

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No. 835 PRINCIPAL'S CHAIR



No. 840 Secretary's Chair



No. 540 Drafting Chair



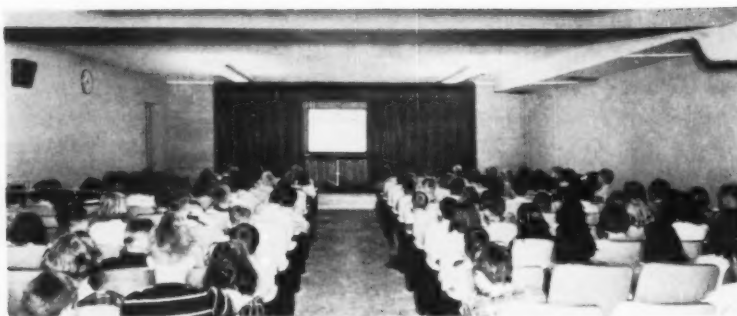
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Los Angeles, California	San Francisco, California
Berkeley, California	Tucson, Arizona
Boston, Massachusetts	Peoria, Illinois
Eau Claire, Wisconsin	Pinellas County, Florida
Hillsborough County, Fla.	Richmond, California
Kansas City, Missouri	San Mateo, California
Moline, Illinois	Vallejo, California
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Jackson, Mississippi	San Jose, California

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LEADING MARKETERS OF ASPHALTS, CUTBACKS AND BITUMULS - NATIONWIDE

## A-V CO-OPERATION

(Concluded from page 76)

audio-visual materials will be used should be acoustically treated. In older buildings, special sound proofing material can be used on the ceiling and transverse drapes which will absorb some sound vibrations can be installed.

Adequate ventilation in schools that do not have air conditioning may become a real problem during the projection of audio-visual materials. Certain types of louvers that will let in air but not the light are recommended.

A sufficient amount of classroom space should be devoted to chalk boards, tack board, exhibits, and storage for flat pictures, maps, charts, posters, filmstrips, etc. Even if the school has an audio-visual center, this storage space should be provided so that equipment permanently assigned to a particular classroom can be safely and conveniently stored in that classroom. A four-drawer legal file cabinet, a section of flat, shallow drawers, and a storage closet which can be locked are recommended.

### Other School Areas

The well-rounded audio-visual program necessitates schoolbuilding facilities outside of the classrooms.

In addition to the classroom display areas, every school should have a number of large bulletin boards and glass-enclosed exhibit cases located in the halls and lounge areas. These should be centrally located and adequately lighted.

So that teachers will have easy access to audio-visual materials and the equipment necessary for their use, one room or part of a room in each school building should be provided for the storage of audio-visual equipment and materials. This room should serve as the circulating center for instructional materials, and can be the library or part of a library, the principal's office in smaller school, or the audio-visual co-ordinator's office in a larger school.

The auditorium should be so designed to make possible the showing of all types of audio-visual materials to large groups with minimum effort and maximum effectiveness. This functional, well-equipped auditorium with audio-visual facilities is not a substitute for the well-equipped classroom.

Among the recommendations for the auditorium mentioned in the Indiana Audio-Visual Guide are those concerning acoustics, ventilation, seating, light control, electrical outlets, projection areas or booths, screens, storage and sound systems.

### 127 SCHOOLS MERGED

The New York State Education Department has reported that 127 small rural schools, accommodating 24,000 pupils, have been merged in 13 centralized districts. The largest number of consolidations took place in Sullivan County, with 29 rural districts merged into the Monticello District, and 14 other districts united with the Liberty Central District. In addition, five "upstate" city districts have extended their boundaries to take in 66 neighboring small units.

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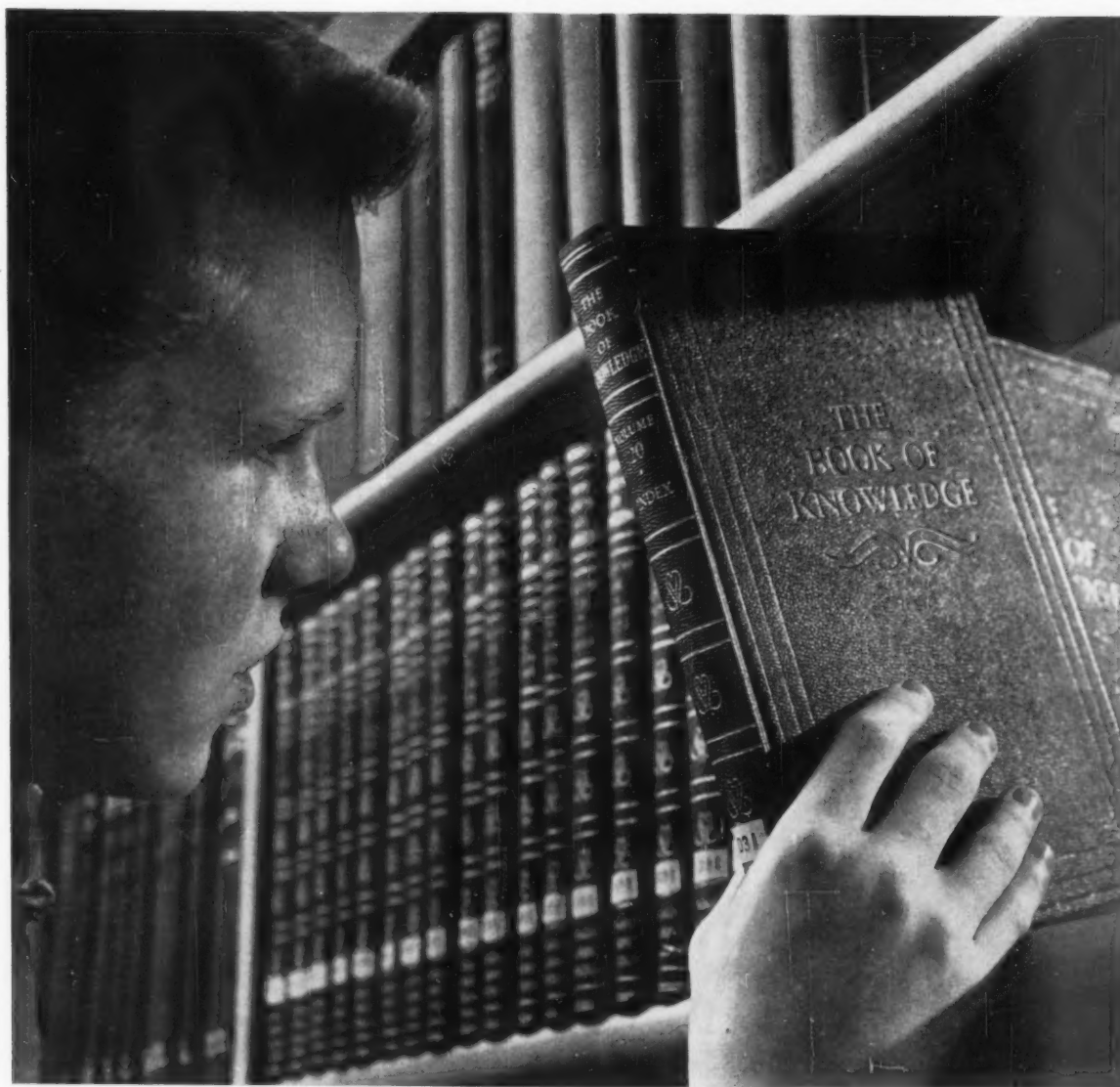
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## SCHOOL BUILDING NEWS

### NEW SCHOOLS PROJECT

Supt. Benjamin C. Willis, of Chicago, Ill., has proposed that the board of education work toward a "pay as you go" fiscal policy, in a statement outlining a proposed \$372,599,000 school building program for the next twenty years.

Superintendent Willis has proposed that the money for the new school construction come from \$225 million of bonds, including \$25 million of bond money already available for 1957, and from increases in the building tax rate to produce \$147,559,000 of additional revenue in the 20-year period.

He advocated that the present building fund tax rate of 19 cents be increased to 25 cents in 1960, with one cent a year to be added to bring the rate to 30 cents in 1965.

The revenue from the first 19 cents of the tax rate would be used largely for maintenance of present buildings. The increases would provide additional schools and replace old buildings.

### NEW HOUSING FACILITIES

The public schools of Kimball, Neb., have been confronted with an increase in population, an upsurge in enrollment, and a shortage of schoolhousing facilities. In 1950 the board opened a nine-room elementary school, and this year has completed and occupied another nine-room school. Formerly, the board was compelled to rent local church basements to accommodate the overflow in enrollment.

### RENOVATE SCHOOL BUILDINGS

The board of education of Dist. No. 10, Ainsworth, Neb., started three years ago to redecorate the high school building. This work which has now been completed, included the renovation of the homemaking department, the addition of two unit kitchens, and the installation of acoustical tile and fluorescent lighting in the commercial department.

A new elementary unit, comprising 12 classrooms, a library, a kindergarten, and offices, has been completed and will be occupied this year. A new gymnasium has been provided with a motorized partition to permit separate classes for grade and high school students.

### \$10.9 MILLION FOR SCHOOLS

Supt. William S. Schmidt, of Prince Georges County, Md., has urged a \$10.9 million school building program to erect 225 new classrooms in the county within the next two years.

The program is geared to a 13,200 increase in school population, to be reached in September, 1958. The present enrollment, now estimated at 49,777, is to reach 62,966 in two years.

The program calls for nine elementary schools, one junior and two senior high schools, at an estimated cost of \$7,183,000, and 19 additions costing \$2,808,000. New equipment and sites call for a further \$900,000.

### SCHOOL BUILDING NEWS

★ Middlesex Boro, N. J. The voters have approved a bond issue of \$1,987,000 for the erection of a senior high school. The building to have a capacity of 1006 will be completed and occupied in September, 1958.

★ Beatrice, Neb. The school board is making

progress in its new building program, involving all of the eight elementary schools, and replacing them with four new schools. The buildings will cost a total of \$1,300,000 and will be occupied in 1957.

★ Long Branch, N. J. The school board has undertaken a new building program, comprising a new 11-room elementary school, a 7-room school, a 6-room addition to another school, and a remodeling of the senior high school to increase its size.

★ Union Dist. 21, Hampton, N. H., has begun the erection of a 14-room elementary school to house increased enrollments of pupils who live in a federal housing area. A new 12-room elementary school will be completed and occupied in December, 1956. This building comprises a lunchroom, a library, an activity room, and a conference room.

The Seabrook district has begun the erection of a six-room addition, to house grades

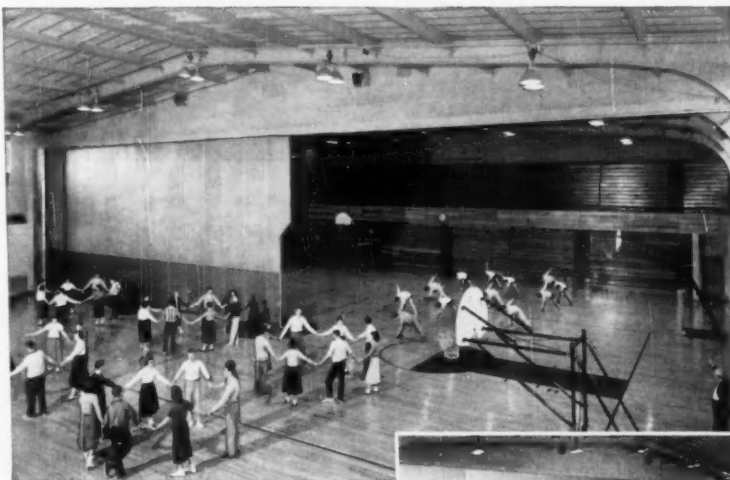
one through three, and to bring all pupils in town in one building.

★ The board of education of Union Dist. 52, Portsmouth, N. H., has a new senior high school under construction. The building will house 1500 students and will cost a total of \$3,211,000. The architects are August Lux and Associates, Albany, N. Y. The building is a modern high school, containing a cafeteria seating 500, and auditorium with a capacity of 1200, a gymnasium seating 2600, a library, a music room, an audio-visual education room, a student activities room, a home-economics department, and a mechanic arts department.

★ Geneva, N. Y. Two new elementary schools have been completed and occupied, including a new junior high school and an elementary school. The junior high school cost \$1,600,000, and the elementary school \$1,050,000.

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## OUTSTANDING SPEAKERS AT ASBO

Outstanding men will be featured speakers at the 42nd Annual Convention of the Association of School Business Officials of the United States and Canada, to be held at the Hotel Sheraton-Park, Washington 8, D. C.,

Defense Mobilization; Honorable J. Sinclair Armstrong, Chairman of the Securities and Exchange Commission; and Robert E. McLaughlin, Chairman of the Board of Commissioners of the District of Columbia. Dr.

and Captain Richard B. Black will give the convention address at the Wednesday morning session on October 10. At the annual banquet, to be held in the Grand Ballroom of the Hotel Sheraton-Park Wednesday evening, October 10, a featured speaker will be the Honorable J. Sinclair Armstrong, who will deliver the banquet address.

Arthur Sherwood Flemming has his A.B. degree from Ohio Wesleyan University, his A.M. from American University, and his LL.D. from George Washington University. He has been awarded doctorates by Ohio Wesleyan University, Case Institute of Technology, Ohio Northern University, and Denison University. He has been President of Ohio Wesleyan University since 1948, on leave from that position since 1953 in order to accept the position of Director of the Office of Defense Mobilization. Dr. Flemming has been a member of the U. S. Civil Service Commission; chairman of the Management-Labor Policy Committee, War Manpower Commission; member of the Manpower Survey Board, Department of the Navy; member of the Commission on Organization of the Executive Branch of the Government; and chairman of the advisory committee on personnel management, Atomic Energy Commission. He has been a member of the International Civil Service Advisory Board, member of the President's Advisory Committee on Government Organization, Assistant to the Director of Defense Mobilization in charge of manpower problems, and now is Director, Office of Defense Mobilization and statutory member of the National Security Council, and by invitation of the President, participates in meetings of the President's Cabinet.

Captain Richard B. Black of the U. S. Naval Reserve accompanied Rear Admiral Richard E. Byrd on his Second Antarctic

(Concluded on page 84)



Dr. Arthur S. Flemming Hon. J. Sinclair Armstrong Capt. Richard B. Black

from Sunday, October 7 to Thursday noon, October 11, 1956.

These famous speakers will include Captain Richard B. Black of the U. S. Navy — noted for his Antarctic exploring; Dr. Arthur S. Flemming, Director of the U. S. Office of

Hobart M. Corning, Superintendent of Schools in the District of Columbia, and a representative of the U. S. Office of Education, will also speak.

Dr. Flemming will give a convention address at the Monday morning session, October 8,

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## SPEAKERS AT ABSO

(Concluded from page 82)

Expedition between 1933 and 1935 as a surveyor and assistant scientist. In June, 1936, he became Field Representative, Department of the Interior, Division of Territories and Island Possessions, with offices in Honolulu. Honorable J. Sinclair Armstrong, Chairman of the Securities and Exchange Commission in Washington, D. C., received his A.B. cum laude from Harvard College in Cambridge, and his LL.B. from Harvard Law School.

Robert E. McLaughlin, Chairman of the Board of Commissioners of the District of Columbia, will bring welcome greetings to the convention on Monday morning at its first general session.

Dr. Hobart M. Corning, Superintendent of Schools in the District of Columbia, will also bring professional greetings of welcome to the Association of School Business Officials as they convene at their 42nd Annual Convention at the Sheraton-Park Hotel in Washington, D. C., on their first general session Monday morning, October 8, 1956.

## SCHOOL BOARD NEWS

★ The board of education at Lamar, Colo., has developed a well-balanced program of purchasing library books, teachers' supplies, and consumable instructional materials. Supt. Alfred R. Young, reports in his latest annual survey of the school system, that requests for teaching materials, teachers' supplies, and consumable materials originates in each of the school buildings with the instructors, and is passed upon by the board and the central administration for final approval.

Purchases of janitors' supplies, furniture, repair materials, similarly originate in the respective school buildings, and are passed on by the central administration. For purchases of \$300 or over, bids are required and appropriate board action is taken at regular meetings.

The bulk of purchases are made in the summertime on the basis of the year's needs. The general policies of the board include five steps:

1. Sealed bids on all purchases of \$300 or over.
2. Members of the board of education cannot have an interest in school purchases.
3. All vendors receive written purchase orders.
4. All bids of unusual contemplated purchases are reviewed by the board.
5. All bills presented for payment after having the proper voucher attached are certified by three signatures of members of the board and passed for payment by the entire board.

★ Seattle, Wash. The school board has approved a new accident-insurance plan for 1957. The cost is \$1.25 per pupil for the year. The coverage includes 87,000 pupils from kindergarten through high school and is available to faculty members, secretaries, and the executive staff.

★ The board of Union Dist. 21, Hampton, N. H., has adopted a new policy under which all school records and finances are kept in the union office. An executive assistant to the superintendent has been appointed to care for this work. In previous years, the individual districts kept their own books.

The board is considering a proposition calling for the establishment of a consolidated high school to care for all secondary students

in the seven towns of Union District. If the proposal is approved, the Union will have a high school accommodating six hundred pupils.

★ During the school year 1954-55, the local community and the board of education of Stokes District, Lakeview, Ohio, conducted an evaluation program for the school curriculum and determined what the school should offer in the future. The evaluation criteria were prepared in detail and used as a guide for the year 1955-56. As a result of the evaluation program an extra teacher has been employed and the school is offering 32 different subjects in grades nine to twelve.

The board at present is engaged in a survey of school building needs for the future. A new school philosophy is being formulated by the faculty and the administrative department, which will be approved by the board at its next meeting.

★ The school board of Saddle Brook township, Rochelle Park, N. J., has approved a new rule which requires pupils to dress appropriately for school. Boys are prohibited from wearing dungarees, levis, or jeans. Girls are to refrain from wearing tight fitting sweaters, tight fitting skirts, and slacks. All children are required to be attired in good taste and any breach of the policy means that the child will be sent home to get proper attire.

★ The board of education of Leonia, N. J., with the assistance of a planning committee, has begun the compilation of a written manual of school board policies. The preliminary work has been completed and it is expected that the manual will be issued in printed form about June, 1957.

★ Pleasantville, N. J. The school board has increased the tuition rates for nonresident pupils. The fee for the high school is \$319; for the elementary school, \$261, and for special training, \$647.

★ The school board of Pleasantville, N. J., has obtained a new building to serve as administrative offices for the superintendent and the board.

★ The board of education of Moorestown, N. J., has issued a 4-page brochure, illustrating and describing the proposed Mary E. Roberts School, which is shortly to be erected. The building will have a library, an all-purpose room, a nurse's room, a teachers' room, two kindergarten rooms, nine classrooms, and two offices. The cost will reach \$360,000, including architects' fees, and contingencies. The building is being financed with a bond issue of \$340,000.

## NEW BUILDING PROGRAM

The board of education of Toms River, N. J., due to an increase of 52 per cent in attendance in the past five years, has been compelled to inaugurate an extensive school building program. The board has adopted a decentralization policy and has erected several K-4 units of nine classrooms each in the outlying sections of the district. Three of these units have been completed, and one is being duplicated in size but still to accommodate students through the fourth grade.

The board is maintaining its policy of bringing to the central campus in town, students in grades 5 to 12 for activities for which facilities are more easily provided. These include instrumental music, industrial arts, home economics, gymnasium, mechanical drawing, and vocational work, including auto mechanics and building trades.

Boys in the building trades department are completing a one family dwelling, including layout, footings, basement walls, framing, and carpentry work. The electrical, heating, and plumbing work will be done also by the boys, under the direction of the instructor, who is an experienced carpenter and licensed electrician.



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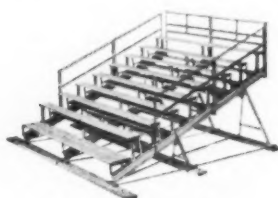


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Also available with front aisle.

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## TEACHERS AND ADMINISTRATION

### TEACHER SUPPLY ADEQUATE

The Los Angeles, Calif., schools are not faced with a teacher shortage this year, according to Supt. Claude L. Reeves. All classes on the opening day of school were covered by assigned teachers. Vacancies have been filled by regular credentialed teachers who meet the standards.

The Los Angeles school system attributes its success in meeting its teaching needs to several factors:

1. It maintains top salary schedules which pay inexperienced teachers \$425 monthly, and new teachers with experience up to \$556.
2. It conducts a national and local recruitment program which has resulted in hundreds of qualified teachers being hired from various teacher training institutions.
3. Outstanding career opportunities and advantages are available.
4. The many cultural and recreational advantages locally are called to the attention of teacher prospectives.

The 2000 teachers employed for the fall semester brought the total of certificated personnel in the system to 21,000, a corps second in size only to New York City.

★ Kalamazoo, Mich. The board of education has adopted a new sick-leave policy governing all hourly workers in the schools. Under the plan, one hour of sick leave is allowed for each 20 hours worked. A total of 80 hours' sick-leave may be accumulated. Payments will be made only for sick-leave hours accumulated and will be estimated on the basis of the average number of hours the employee has worked immediately prior to the illness. In case of an injury while working for the school district, or in case of an occupational disease related to employment, the employees will be paid the difference between the compensation allowed and his full salary, not to exceed the amount of salary allowable in the sick-leave credit.

★ The New York City board of education has revised its rules for the benefit of out-of-town teachers who may seek teaching jobs in the city junior and senior high schools. The board has approved an amendment of the eligibility rules calling for four semester hours in the psychology of learning or in adolescent growth and development, or any combination of the foregoing. The change will prevent the loss by the schools of needed teachers who trained out of town and who fail to meet every detail of eligibility requirements.

★ The Florida State Board of Education has canceled the certificates of 27 Negro women teachers on grounds that they were based on unearned college credits. By canceling the licenses instead of revoking them, the board left the way open for the teachers to obtain new licenses. Eleven admitted buying credits, but the others denied guilt.

★ Berlin, Conn. A code of conduct for teachers has been adopted by the school committee over the opposition of two board members. The code prohibits political activity by the professional groups and opposes endorsements of candidates for the board. It also rules out financial contributions to candidates.

★ Lincoln, Neb. A proposed teacher aid program to help out in overcrowded schools has been opposed by Supt. S. N. Watkins. The plan has been tried successfully in other school systems where the aids perform routine jobs at one half the regular teacher's pay.



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## THE AETNA DRIVOTRAINER

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Equally important is the fact — demonstrated through controlled research studies — that Drivotrainer instruction has proved to be superior in developing good driving attitudes. And it provides the one completely safe way to give actual practice in meeting road emergencies without any risk of accident.

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4	Teachers Required	4
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—	Drivotrainer	10-place
400	Students Trained per year	600
\$21,600	Annual Cost**	\$22,950
\$54.00	Cost Per Student	\$38.25

\*Many leading insurance companies now permit the substitution of Drivotrainer instruction for on-the-road training on this basis to qualify for automobile insurance rate reductions.

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# SCHOOL FINANCE AND TAXATION

## SCHOOL BOND SALES

During the month of July, 1956, permanent school bonds for school construction were sold in the amount of \$140,297,760. The largest sales were made in:

California	\$ 7,137,000	No. Carolina	\$ 5,715,000
Colorado	3,520,000	Ohio	8,338,000
Illinois	5,283,500	Oklahoma	5,882,850
Michigan	26,520,000	Pennsylvania	5,445,000
Mississippi	3,545,000	Texas	11,642,010
Missouri	8,919,000	Utah	7,500,000
New York	10,331,600	Wisconsin	4,603,000

As of August 16, 1956, the average yield of 20 bonds was 2.79 per cent.

## SCHOOL CONSTRUCTION

During the last half of July and August, 1956, contracts were let in 11 western states for 129 school buildings to cost \$51,244,067. Additional projects, numbering 205 schools, were reported in preliminary stages, to cost \$183,060,139.

During the month of August, 1956, contracts were let in 37 states east of the Rocky Mountains for the erection of 796 school buildings at a total contract valuation of \$192,763,000.

## STATE TAX RECEIPTS

The total estimated tax receipts of the states will amount to \$13.3 billion in 1956, according to data collected by the U. S. Department of Commerce. These taxes amount to \$81.60 per capita and represent an increase of 15 per cent over the previous year.

The largest single income from general sales and gross receipts amounted to \$7.9 billion. Income taxes accounted for \$2,258 million. General sales and gross receipts \$3,026 million; motor fuel, \$2,683 million; and licenses, \$2,019 million. The amount of taxes per capita ranged from \$131.43 in the state of Washington, to \$3.92 in Nebraska.

## SCHOOL BUDGETS

- ★ Los Angeles, Calif. Adopted \$165,496,953 for 1956-57, an increase of \$15,746,005 over last year. The budget provides for an increase of 31,000 pupils, which brings the school population to 540,000 students.
- ★ Fargo, N. Dak. Adopted \$2,507,209 for 1957.
- ★ Scottsbluff, Neb. Approved \$2,000,000 budget.
- ★ Cedar Rapids, Iowa. Approved \$6,170,630 for 1957.
- ★ Pomona, Calif. Adopted \$4,079,609 for 1957, an increase of \$430,000.
- ★ Kansas City, Kans. Approved \$6,563,130, an increase of \$321,755.
- ★ Berkeley, Calif. Adopted \$7,887,367.
- ★ Redwood, Calif. Approved \$3,721,313, an increase of \$205,000.
- ★ Sequoia, Calif. Approved \$4,026,199, an increase of \$1,144,420.
- ★ San Antonio, Tex. Approved \$13,397,221, an increase of \$529,099.
- ★ Fort Wayne, Ind. Adopted \$6,431,518.
- ★ Pasadena, Calif. Adopted \$18,110,093 for 1957.
- ★ The Kern County, Calif., union high school board has adopted \$9,287,278.
- ★ Richmond, Calif. Adopted \$5,692,267.
- ★ Alhambra, Calif. Adopted \$6,386,331.
- ★ Riverside, Calif. Approved \$8,237,242, an increase of 14 per cent over last year.
- ★ Sacramento, Calif. Approved \$12,442,765, an increase of 12 per cent.
- ★ Raleigh County, W. Va. Adopted \$5,175,328.
- ★ Santa Monica, Calif. Adopted \$7,427,293.
- ★ Toledo, Ohio. Approved \$17,639,390, an increase of \$2,497,587.
- ★ Waterloo, Iowa. Adopted \$4,403,363, an increase of \$363,904.
- ★ The McDowell County, W. Va., board adopted \$5,031,608, an increase of \$1,147,684.

## NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS\*

Item	Date	Latest Figure	Previous Mo.
School Building Construction <sup>1</sup>	Aug., 1956	\$192,763,000	\$195,727,000
School Building Construction <sup>2</sup>	Aug., 1956	\$ 51,244,067	\$ 20,371,383
Total School Bond Sales <sup>3</sup>	July, 1956	\$140,297,760	\$147,887,222
Latest Price, Twenty Bonds <sup>3</sup>	Aug. 16, 1956	2.79%	2.66%
New Construction Expenditures <sup>4</sup>	July, 1956	\$278,000,000	\$265,000,000
Construction Cost Index <sup>5</sup>	Aug., 1956	641	638
Educational Building, Valuation <sup>6</sup>	May, 1956	\$125,000,000	\$108,900,000
Wholesale Price Index <sup>7</sup>	Sept. 4, 1956	114.7	114.2
U. S. Consumer's Prices <sup>8</sup>	June, 1956	115.4	116.2
Population of the U. S. <sup>7</sup>	July 1, 1956	168,091,000	167,858,000
U. S. Marriages <sup>8</sup>	1954	312,234	

\*Compiled September 10, 1956.

<sup>1</sup>Dodge figure for 37 states east of Rocky Mts.

<sup>2</sup>11 states west of Rocky Mts.

<sup>3</sup>Bond Buyer.

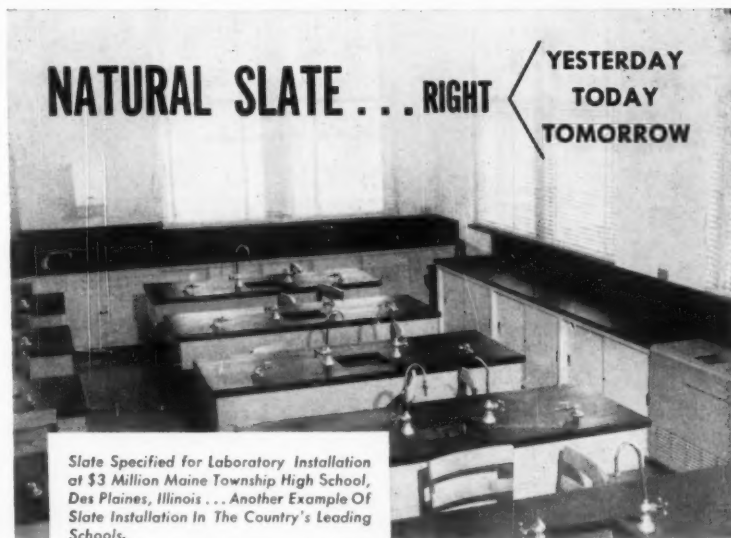
<sup>4</sup>Joint estimate, Depts. of Commerce and Labor.

<sup>5</sup>American Appraisal Co., Milwaukee.

<sup>6</sup>U. S. Dept. of Labor.

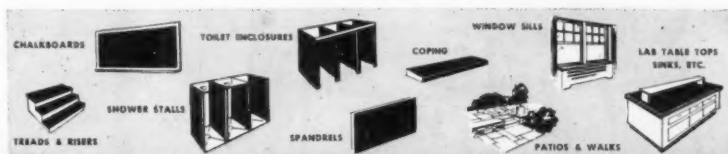
<sup>7</sup>U. S. Dept. of Commerce.

<sup>8</sup>U. S. Dept. of Health, Education, and Welfare.



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## NEW BOOKS

### State School Plant Services

Compiled by N. E. Viles and Ray L. Hamon. Paper, 78 pp., 55 cents. Bulletin No. 26, 1956. U. S. Department of Health, Education, and Welfare. For sale by Government Printing Office, Washington 25, D. C.

This is a report on a status study of the responsibilities of state departments of education for school-housing, conducted by the School Housing Section in the School Administration Branch of the Division of State and Local School Systems. The study covered three major areas: (1) the authorization for state agencies to exercise control, supervise, and assist in local school plant programs; (2) organization and personnel for state school plant services; (3) types of school plant services rendered and controls exercised by the state departments. There appears to be a need for more complete information, and for more comprehensive data at the state level on construction, operation and maintenance costs, and on building and maintenance materials, design, and building longevity that will justify a state system of records and reports covering these areas.

This valuable study will provide data for improving state advisory and administrative bureaus during this important period of national concern for adequate school plants.

### Common Sense in School Lighting

Compiled by Charles D. Gibson and others. Paper, 24 pp., 50 cents. American Association of School Administrators, Washington 6, D. C.

The writer of this discussion of schoolroom lighting has devoted a lifetime of effective work to the solution of problems of natural and artificial lighting of schoolrooms. The ten check points which he provides for school authorities who must take responsibility for the lighting of new and old schoolrooms is particularly useful. The booklet includes such matters as quality factors, effective lighting for learning, and desirable goals in lighting.

### Building Exits Code, 1956

Paper, 101-214 pp. National Fire Protection Association, 60 Batterymarch St., Boston 10, Mass.

This 13th edition of the Building Exits Code

replaces the 1952 general code, the 1955 code for nursing homes, and the 1955 and 1956 codes for interior finish. The section on school buildings which defines requirements on school building capacity, number and location of exits, protection of exits, lighting signs, alarms, and drills, and special provisions for existing buildings, is practically unchanged. However, new requirements scattered through other chapters deserve to be considered in new buildings. The code is an essential reference tool for responsible school administrators.

### Teacher Competence and Its Relation to Salary

Compiled under the direction of Dr. David V. Tiedeman. Paper, 270 pp., \$3.50. New England School Development Council, 20 Oxford St., Cambridge 38, Mass.

This final report of a nine-year study by the Merit Salary Committee of the Council, represents a reappraisal of the teacher salary structure, including a study of the teacher shortage, the low level of teachers' salaries, and the importance of attracting well-qualified teaching personnel. The merit salary report analyzes the preparational-and-position type salary schedules currently in use and then takes up the merit salary concept. The report emphasizes that good faith and co-operation of the participants in a school system, the teacher, the school board, and others are necessary to make the schedules function successfully.

### Financial and Enrollment Data for Ohio City School Districts

Compiled by W. R. Flesher and P. K. Howells. Paper, 20 pp. Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

This 30th annual report of the financial data for Ohio districts, shows that the school bonded indebtedness per pupil in grades one to twelve, was \$1,263, and the tax rate for all purposes was 37.10 mills. A total of 136 districts had special operating levies, and the average millage of voted levies was 9.31 mills. The average resident enrollment in grades one to twelve was 5901.

### Insurance and Health Protection for Teachers

Paper, 51 pp., \$1.50. Research Division, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

The report takes up for 1955-56, (1) insurance protection for individual teachers, and (2) provisions for health examinations. The replies show that hospitalization insurance is most frequently provided. Of the 426 school districts reporting, 411 or 96 per cent have hospitalization insurance; 371 or 87 per cent have surgical insurance; 353 or 83 per cent have health insurance; and 346 or 81 per cent have accident insurance. All types of insurance, except personal liability, is paid for by the teacher alone; personal liability is more often paid by the school district. In about half of the 221 districts studied, periodic health examinations are required, for which the school district pays. The teacher bears the expense in most of the remaining districts.

### Summary of Federal Funds for Education

Prepared by Clayton D. Hutchins, Albert R. Munse, and Edna D. Booher. Paper, 10 pp., 10 cents. U. S. Department of Health, Education, and Welfare, Washington 25, D. C.


This circular which offers information on federal activities in education, shows trends in the use of federal funds and summaries of funds expended for specific programs or allocated for educational services in the states. The report shows that the grand total of federal funds for all programs reported for 1954-55 was \$1,616,654,000, or more than 12 per cent above the corresponding amount two years earlier. Expenditures and assistance for educational programs administered by the Department increased by 31 per cent in the two-year period to \$442,475,407.

### Financial and Enrollment Data of Ohio Village Districts

By W. R. Flesher and P. K. Howells. Paper, 13 pp. Bureau of Educational Research, Ohio State University, Columbus, Ohio.

This 30th annual report of the Bureau of Research discusses general financial data for Ohio Exempted Villages, and Public School Enrollments in these districts. The report shows that the school bonded indebtedness per resident pupil in grades one to twelve is \$1,474. The tax rates for schools was 27.80 mills, and the tax rate for all purposes, 35.30 mills. The number of districts having special levies was 77, and the average effective millage of voted levies was 8.97 mills.

(Concluded on page 92)



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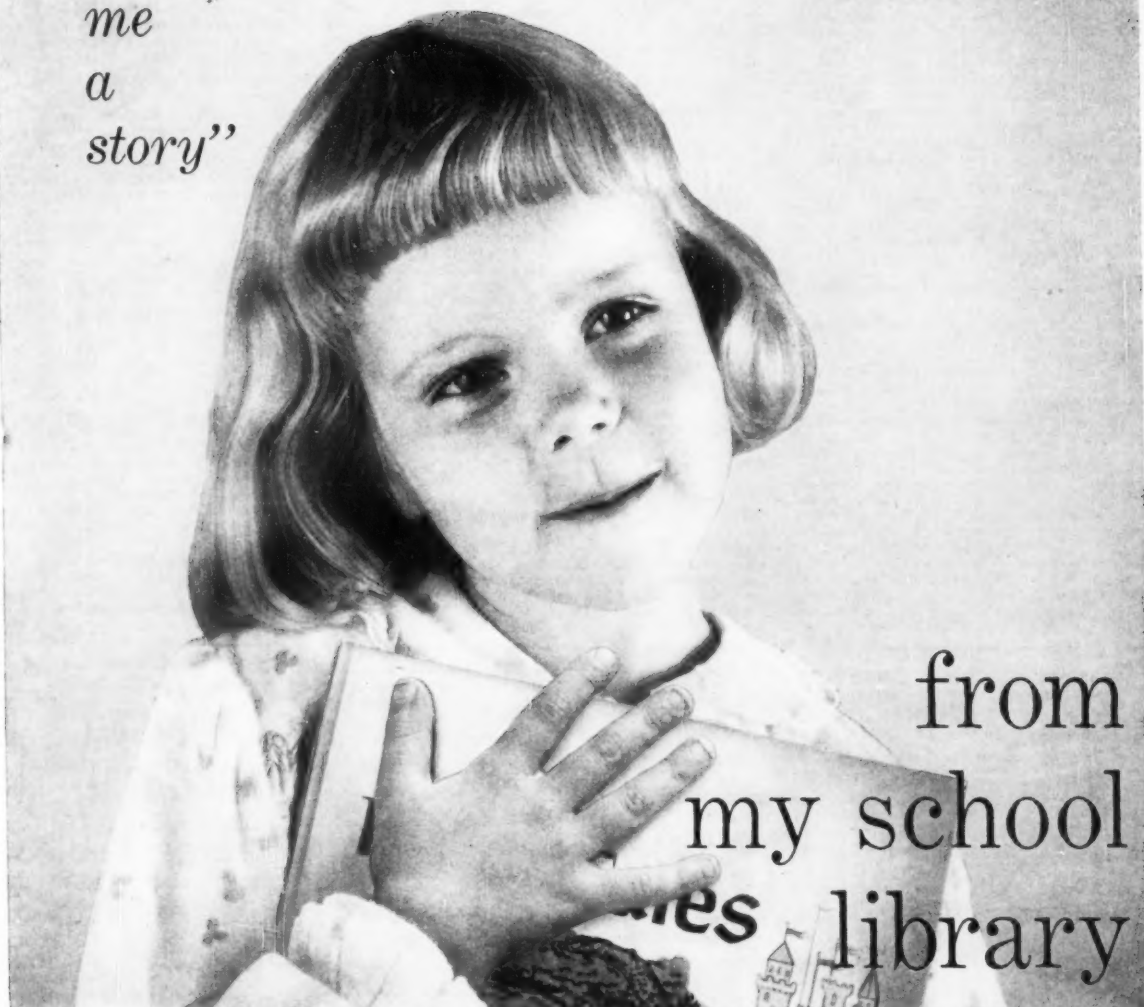
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## NEW BOOKS

(Concluded from page 90)

### A Guide to School Business Services

Compiled by a committee of four staff members. Edited by William Mann. Paper, 178 pp. Published by the Office of Superintendent of Schools, San Diego County, 209 Civic Center, San Diego, Calif.

This new edition of the 1950 monograph on school business services, has been enlarged both in content and organization. Topics not previously treated have been included and the organization has been improved to make for easier use. A new feature is the inclusion in most chapters of suggested board policies and related administrative procedures. The manual takes up purchasing, personnel, fund accounting, cafeteria activities, attendance accounting, pupil transportation, insurance, school building problems, custodial services, board policies and procedures, board meetings, and closed with procedures and controls check lists. There is a complete bibliography for ready reference. This guide again sets the highest possible standard for a clear statement of good practices in school business administration in both small and large districts.

### A Five-Year School Building and Sites Program, 1956-1960

Prepared by a committee of 14 and the superintendent. Paper, 135 pp. Board of School Directors, Milwaukee, Wis.

The Milwaukee Board of School Directors has done a commendable job of erecting new school buildings where needed, and of remodeling old buildings to meet the changes in the school program—all by means of a five-year building program. This program is reviewed annually and completely rewritten at the end of each five-year period.

The present revision of the five-year statement, approved by the board in June, 1956, is divided into four sections, (1) a summary of school building needs for 1956-60, (2) a summary of future sites program, (3) estimated construction fund resources, and (4) the financing of the program. The program outlined calls for an expenditure of \$66,263,000. The building program, exclusive of sites, fees, and equipment, amounts to \$56,385,000, of which \$14,085,000 is for contingent projects. The estimated need for sites,

including new sites and enlargement of sites, is \$2,500,000. Furniture and equipment needs call for \$4,000,000. Architectural, engineering, and inspection fees are estimated at \$3,378,000.

### 1948 School Bond Building Program

Final report, prepared by John F. Brady. Paper, 144 pp. San Francisco Unified School Dist., San Francisco, Calif.

This program which has completely remade the school plant of San Francisco, was begun in 1947, under the consulting services of Dr. N. L. Engelhardt and Associates, the members of the then board of education, and the executive staff of the school system, led by John F. Brady, deputy superintendent of schools.

The program involved 34 school buildings, including 26 elementary schools, 4 junior highs, 2 senior highs, 1 vocational, a city college, a warehouse, and rehabilitation of existing school buildings, at a cost of \$5,000,000. The total program was \$48,890,000.

The resulting school buildings are characterized by four distinguishing features: (1) Each building is planned to provide an educational program under the central plan of the school system and adjusted to the special needs of the neighborhood. (2) Each plan has been developed according to the site situation which in San Francisco arises because of the extreme hilly character of the city. (3) Each successive building represents decided improvements in construction and use of materials. (4) Each building has been designed to fit architecturally into the community picture of the neighborhood which it serves.

It is notable that the individual architects have used widely differing ideas of classroom plan, lighting, and ventilation, and under the guidance of the school authorities and the educational consultant, have provided rather clever solutions of the problems of site, instructional area relations, and safety.

### Management for Tomorrow

Cloth, 195 pp., \$6. Chilton Publications, Philadelphia 39, Pa.

This book which consists of 15 addresses delivered before the Philadelphia Chapter of the Society for the Advancement of Management, provides a good cross section of the thinking on the problems and procedures of managing industrial and merchandising enterprises. The viewpoint is distinctly that of 1956,

and the philosophy underlying the discussions is strictly that of business which has profits as its leading if not sole objective. School administrators will probably find the methods suggested for developing incentives and handling personnel problems interesting, but rather remote from the ideals and procedures developed in city school administration. Papers on opinion surveys and data processing will provide useful sidelights on similar projects which school authorities must handle. The one address of J. D. Moore on "Management and Labor Goals" probes some of the human satisfactions and life goals that seem to have escaped most managers.

### What Is Involved in Conducting a School Plant Study?

Compiled by Donald J. Leu and John L. Forbes. Paper, 20 pp. Published by Bureau of Research, College of Education, Michigan State University, East Lansing, Mich.

This informational publication is a guide to school districts in planning long-term school building programs. It outlines the objectives of a school plant study, offers a number of accepted methods for conducting a study, tells how to organize studies of needs, including population, enrollments, changes in the school program, and financing.

### Offerings and Enrollments in Science and Mathematics

Compiled by Kenneth E. Brown. Paper, 24 pp., 15 cents. U. S. Department of Health, Education, and Welfare, Washington 25, D. C.

This study reports the number and type of high schools offering science and mathematics courses in 1954. The study reveals that enrollment in chemistry equaled 31.9 per cent of the pupils in the 11th grade; enrollment in physics equaled 23.5 per cent of the 12th grade; general mathematics, 44.5 per cent of ninth grade; elementary algebra, 64.5 per cent of the ninth grade. The number of schools offering chemistry was 10 per cent greater than the number offering physics. In the past four years there was a steady decline in the pupils taking physics, the decline going from 22.8 per cent to 4.6 per cent in 1954. Of schools with ninth grade pupils, 89.8 per cent offered elementary algebra, and 70.8 per cent, mathematics.

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## PERSONAL NEWS OF SUPERINTENDENTS

★ MILTON BROOKS succeeds Byron Smith as superintendent at Isabel, Kans.

★ CARL A. ANDERSON is the new superintendent at Stambaugh, Mich.

★ O. L. HARDIN is the new superintendent at Raleigh, Miss.

★ DR. WILLIAM H. FIRST, of California, Pa., is the new superintendent at Oakmont.

★ MAYNARD PETTIGREW, of Boonville, Mo., has taken the superintendency at Moberly.

★ LEO BARNES is the new superintendent at Stockport, Iowa.

★ HOWARD MOORE, of Liberty, Ky., has taken the superintendency at Ferguson.

★ RALPH C. GEIGLE succeeds Thomas H. Ford as superintendent at Reading, Pa.

★ GEORGE B. MALONY, of Hastings, Iowa, has taken the superintendency at Gray.

★ E. F. WILKEN, of Elmore, Minn., is the new superintendent at Fertile.

★ CLIFFORD LORAH has accepted the superintendency at Geronimo, Okla.

★ CARL WHEELON succeeds Charles McNurlin as superintendent at Waterville, Wash.

★ J. C. WITTER, of Caney, Kans., has accepted a position at the Northeastern State College, Tahlequah, Okla.

★ DR. CHARLOTTE ELMOTT has been appointed assistant superintendent in charge of instructional services at Santa Barbara, Calif.

★ WARREN R. BILBEN, of Hollandale, Minn., has been appointed director of all schools in the unorganized territory of Koochiching County, with headquarters at International Falls.

★ DAVID J. SHELBY, of Barnesville, Ohio, has taken the superintendency at Cambridge.

★ HARRY E. KIRKE, of Cambridge, Ohio, is the new superintendent at New Concord.

★ CHARLES S. PORTER, of Magnolia, Ohio, has accepted the superintendency at Burton.

★ WILLIAM M. WEST is the new superintendent at Greenfield, Ohio.

★ JAMES JONES succeeds Floyd Banks as superintendent at Cunningham, Tex.

★ HERBERT E. BENNETT is the new superintendent at Keene, Ohio.

★ WILFORD ANDERSON has accepted the superintendency at Macksburg, Iowa.

★ JAMES E. BRAMBLETT, of Rock Springs, Tex., is the new superintendent at Albany.

★ SYD SALT, a doctoral candidate at Harvard, has accepted the position of administrative assistant of the Wayne township school board, Mountain View, N. J. He will assist in the formulation of policy, the preparation for board meetings, staff work, the development of new rules and regulations, and the organization and operation of citizens' committee.

★ PAUL W. MULFORD, of Montville township, Morris County, N. J., succeeds Miss Edith W. Willey as superintendent at Westville.

★ LEONARD CRONK is the new superintendent at Orange, N. J., succeeding Joel W. Hopstead.

★ JOHN E. SAVEL, of Lakeview, Ohio, has accepted a superintendent's position at the Noussier Air Base, Casablanca, French Morocco, North Africa. ROBERT GOWER succeeds Mr. Savel at Lakeview.

★ EDWARD MANNING, of Canton, Me., has accepted the superintendency of Supervisory Union No. 21, Hampton, N. H.

★ JOHN HAWKINS has been appointed supervising principal of schools at Smith Valley, Nev.

★ R. G. WHITTEMORE is the new principal of the high school at Yerington, Nev.

★ R. BEST succeeds John Richardson as county superintendent at Hawthorne, Nev.

★ SUPT. D. S. BRUMBAUGH, of DeTou, Mich., has been re-elected for another term.

★ F. N. REPPE succeeds C. J. Johnston as superintendent of schools at Bloomfield, Iowa.

★ EDWARD SECOR, of Windfall, Ind., has taken the superintendency at Knox.

★ ROBERT W. CRABES is the new superintendent at Whitehall, Ohio.

★ CHARLES L. SHARP, of Spencer, Ind., has accepted the superintendency at Logansport.

★ KARL H. BODENBENDER is the new superintendent at Bellefontaine, Ohio.

★ MELVILLE SKOOG is the new superintendent at Elmore, Minn.

★ S. DAVID ADLER is the new associate superintendent of schools at East Brunswick, N. J.

★ STANTON W. SIMKINS, Doylestown, Pa., has become assistant superintendent at Youngstown, succeeding J. Fred Essig.

## DR. SIMLEY RETIRES

Dr. I. T. Simley, superintendent of schools at South St. Paul, Minn., is retiring after 31 years of service. The resignation will become effective at the close of the 1956-57 school year.

Under his leadership, the school system has trebled in size, an almost entirely new school plant has been erected, and the educational program has been expanded to meet the needs of the children in an urban industrial situation. The board of education is seeking candidates for the office.

## EIBLING TO COLUMBUS

Harold H. Eibling, superintendent of Canton, Ohio, public schools since July 1, 1950, has accepted the post as superintendent of the Columbus, Ohio, system at a salary of \$18,000. He will replace Dr. N. G. Fawcett, who has been named president of Ohio State University.

Dr. Eibling termed his residency at Canton "as happy and pleasant years. . . I have been indeed fortunate to have had an outstanding board of education which has given me 100 per cent co-operation at all times." Mr. Merlin Schneider, president of the Canton school board, expressed regret that Dr. Eibling would leave the Canton Schools.

Eibling, before coming to Canton, served as superintendent of the Maumee and Elyria, Ohio, schools, as well as assistant superintendent at Akron. He received his master's and doctor's degrees at Ohio State University.



★ PAUL R. BRECK has taken the superintendency of the Honesdale union school district, Honesdale, Pa.

★ DEWEY HARVEY succeeds John W. Jones as superintendent at Boswell, Okla.

★ BENJAMIN MURREY is the new superintendent at Comstock, Mich.

★ HERBERT M. YIELDING has been elected superintendent at Gallatin, Tex.

★ PAUL P. McCURLEY is the new superintendent at Gunnison, Colo.

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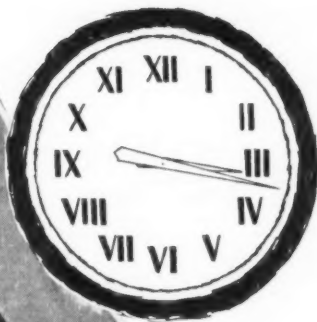
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lisher and editors of this publication give you a better magazine — more comprehensive in its coverage of the things which interest you, printed on fine paper for your reading pleasure, and edited by professionals who are skilled in gathering and presenting the best possible professional articles and material available in the field.

The six-month audit report of the ABC also gives the editor an accurate picture of his readers, making it easier to keep his publication balanced in content so that every segment of readers will be served with articles and material in the many areas of American education.

Voluntary membership in the *Audit Bureau of Circulations* means high publishing standards. It means honesty with readers and with advertisers. It means a never-ending effort to publish a magazine which serves readers in the best possible way — year after year. Only in this way can an ABC publication grow and stay in business!

In this ABC month, the publisher salutes the readers of THE AMERICAN SCHOOL BOARD JOURNAL who have made this magazine the most widely read publication in school administration.

# THE AMERICAN SCHOOL BOARD JOURNAL



400 North Broadway

Milwaukee 1, Wisconsin

## PERSONAL NEWS OF SCHOOL BOARD OFFICIALS

★ DR. JOHN RALPH RACKLEY, formerly deputy commissioner of education in Washington, has been named dean of the College of Education at the Pennsylvania State University. He succeeds Dr. Marion R. Trabue, who has retired.

★ The school board of DeTour township, DeTour, Mich., has reorganized with JOSEPH MALKOWSKI as president, JOHN T. NEVILL as secretary, and VEATRICE McADAM as treasurer, ALLEN SCHOPP and EZRA FOUNTAIN are the other members of the board.

★ HIGG W. PRINCE has been elected president of the board at Crawfordsville, Ind. WILLIAM W. KUMMINGS has been named secretary.

★ WILLIAM STANDISH is the new president of the board at Bedford, Ind. JOSEPH KENWORTHY was named secretary, and MRS. MARY MONTAVON, treasurer.

★ HENRY B. CHRISTENSEN has been employed as director of buildings and grounds for the board of education of Kalamazoo, Mich.

★ BEN F. GEYER has been re-elected for his 22nd term as president of the Fort Wayne, Ind., board.

★ M. J. HAACK has been re-elected president of the board at Bemidji, Minn.

★ WILLIAM P. MEEK is the new president of the board at Baxter Springs, Kans.

★ BAIRD ALLEN has been elected president of the board at Greencastle, Ind.

★ RUSSELL H. LAUFFER is the new president of the board at Homer, Ill.

★ H. D. BRICKLEY is the new president of the board at Bluffton, Ind.

★ WILLIAM TERRY has been elected president of the board of Lovejoy School Dist. No. 188, Brooklyn, Ill.

★ DON NEILL has been elected president of the board of Loganport, Ind.

★ WARNER QUALE is the new president of the board at Bismarck, N. Dak.

★ MRS. R. J. RETTMER has been re-elected president of the board at North Mankato, Minn.

★ SHERMAN WALDRIP is the new assistant superintendent of schools in charge of business for the board of education of Torrance, Calif.

★ THOMAS A. BALLANTINE of Louisville, Ky., has been reappointed chairman of the Education Committee of the United States Chamber of Commerce for the year 1956-57.

★ THOMAS R. BOWMAN has been appointed administrative assistant to Supt. Loy Norrix of Kalamazoo, Mich.

★ DR. S. DAVID ADLER has been appointed associate superintendent of schools at Old Bridge, N. J.

★ E. M. THOMPSON, superintendent of schools at Rock Springs, Wyo., retired on September 1, after 31 years of service as superintendent and 5 years as high school principal.

S. M. BOUCHER, formerly principal of the high school, succeeds Mr. Thompson as superintendent.

★ DR. STEPHAN F. BAYNE, a pioneer in the New York City school system and a former deputy superintendent, died in Downers Grove, Ill., on August 22, at the age of 77. Dr. Bayne was second in command in the city schools at his retirement in 1940.

★ EMERY LINDESMITH has been elected president of the Owatonna, Minn., board.

★ DR. J. H. MAHONEY has been re-elected president of the board at Devils Lake, N. Dak.

★ FLOYD JONES has been re-elected president of the board at Marathon, N. V.

★ CLARK LAMPORT succeeds Dr. Leo W. Graff as president of the Britton, S. Dak., board.

★ NATHAN KAMINOW is the new president of the board at Long Beach, N. Y.

★ PATRICK F. O'CONNOR has been elected secretary of the board at Braddock, Pa., to succeed Stephen Vhrstian.

★ The school board at South Greensburg, Pa., has reorganized with H. A. RHODES as president, and FRANK J. FARRELL as vice-president.

★ The school board at Emporia, Kans., has re-elected DR. CHARLES C. UNDERWOOD as president. DR. MERLE L. HENRICKSON was named vice-president.

★ STANLEY RAYMER has been re-elected president of the board at Elkhart, Ind. CHESTER HUFFMAN was re-elected secretary, and HOWARD CHRISTNER, treasurer.

★ PAUL J. KINVILLE is the new president of the board at Marquette, Mich.

★ WILLIAM F. HOVERMALE has been elected president of the board at Anderson, Ind.

★ CLAUDE L. MAXSON is the new president of the board at Frankfort, Ind.

★ ROBERT W. HARRIS is the president of the new five-member board of New Albany-Floyd county system, New Albany, Ind.

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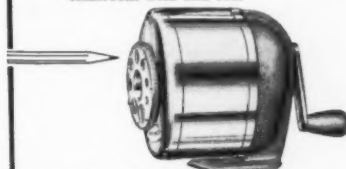
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# News of Products for the Schools

## COLORFUL METAL DESK

Griggs Equipment Inc., Belton, Tex., has designed a colorful study top desk, Model 789 which is available in five bright metal finishes. This new model features single unit seating convenience and a completely enclosed steel book box. The book box is easily accessible through a lift-lid desk top. The top and the box have a three inch front-to-back adjustment. The top is available in either heavy hardwood plywood or plastic. The seat and back of the chair are made of comfortably curved hardwood plywood.

(For Further Details Circle Index Code 0147)

## INEXPENSIVE SOUND MOVIES

A projector which makes sound movies as inexpensively as silent movies by combining the principles of a tape recorder and a movie projector into one portable unit has been developed by the Eastman Kodak Co., Rochester 4, N. Y. This unit, called the Pageant Magnetic-Optical projector provides excellent sound quality from single-perforated film with full-width or half-width magnetic striping, and from double-perforated film with quarter-width striping.

A microphone is supplied with the projector and the proper recording volume can be preset; a flashing light indicates the correct recording level at all times. Mistakes are easily corrected by reversing the film and re-recording. The projector is designed so that a record player, tape recorder, or other sound source can be plugged into it for direct recording. Background music and narration can be recorded at the same time or separately.

(For Further Details Circle Index Code 0148)

## MESS-LESS MILK DISPENSER

A milk dispenser that saves work for teachers, gets youngsters to drink more milk, and overcomes problems of hot weather waste and spoilage has been introduced by Norris Dispensers, Inc., Minneapolis, Minn. It is an insulated, self-refrigerated unit which is mounted on an easy rolling steel cart. Two five-gallon cans of milk can be kept in each unit at a perfect temperature of 35°



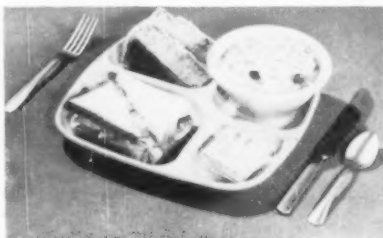
Portable Milk Dispenser

and a supply of disposable paper cups for serving the milk are carried right along with the cart on a roomy center shelf. Teachers are saved the work of checking milk bottles in and out, of disposing of used straws, and of replacing the bottles in the racks. Milk consumption has been shown to increase, too, where the dispensers are used, for the milk remains colder and better tasting in the unit.

(For Further Details Circle Index Code 0149)

## COMPACT FOOD TRAY

A new heavy-duty, deep compartmented melamine food tray has been designed especially for school service by the Cloverlane Dinner Division, Chicago Molded Products Corp., Chicago, Ill. Called "Lunchamp," the tray is more compact than previously available trays, smaller in over-all dimensions (10.4 inches maximum), yet because of its



Melamine Tray

deeper and properly proportioned wells, it has greater capacity. Lunchamp is capable of serving a wide variety of meals. The upper right-hand compartment will hold a tumbler, milk carton, cup, or soup bowl. Among its design features are rounded, easy-to-clean corners—especially along the dividing ridges—and provisions for thorough aeration and drainage and for level stacking.

(For Further Details Circle Index Code 0150)

## CORROSION RESISTANT WINDOWS

Fenestra Inc., Detroit, Mich., has announced the development of a finishing process for steel windows that eliminates the need for painting. This process, named Fenlite gives windows a bright, finished appearance and lifetime corrosion resistance without painting. The window is protected with an alloy-bonded lifetime zinc surface. This surface is achieved by employing the eight following steps: vapor degreasing, pickling, rinsing, liquid fluxing, oven drying, zinc alloying, passivating, and chemical polishing and final product assembly.

(For Further Details Circle Index Code 0151)

## HAUSERMAN WALL PARTITION

A divider-wall partition that can create semiprivate office units from open floor space has been manufactured by the E. F. Hauserman Co., Cleveland 5, Ohio. Made of precision steel and glass, the divider-wall integrates perfectly with all other types of Hauserman walls. It features instant, snap-in panels, quick-setting leveling devices on legs, concealed wiring channel, lifetime baked enamel finish and special, new-type plastic glazing strips for inserting and removing glass panels without danger of chipping or breakage.

(For Further Details Circle Index Code 0152)

## WAX FREE FLOOR FINISH

A removable, buffable nonwax floor finish that resists dirt penetration has been developed by Vestal Laboratories, Inc., St. Louis 10, Mo. This finish, called Style, has the characteristics of both wax and nonwax products. It is highly resistant to scuffs, scratches, and dirt penetration. It spreads easily and uniformly over any floor and dries to a lustrous finish. Worn surface areas such as traffic lanes may be easily repaired without reapplications showing lap or streak marks.

(For Further Details Circle Index Code 0153)

## COMPLETE LINE OF CHALKBOARDS

Barricks Mfg. Co., Chicago, Ill., recently announced that their line of chalkboards, presently numbering 19 different types, should answer the needs of practically every school, church, library, office, and factory. Each board features heavy-gauge extruded aluminum frames and chalk troughs that provide handsome appearance and lifetime ruggedness. Two grades of writing surface are available: Dura-Slate and Supr-Slate. Both come in black or green. Magnetic chalkboards of lightweight sheet-steel laminated to rigid  $\frac{1}{4}$ " hardboard are complete with permanent magnets to hold bulletins, notices, etc. Bulletin boards can be obtained in two qualities: economical Dura-Cork, and premium quality Supr-Cork. Each bulletin board comes complete with hangers. Frames on large-size boards are pre-drilled for quick, easy, permanent installation.

(For Further Details Circle Index Code 0154)

## VERSATILE ELECTRIC TYPEWRITER

Specialized typing of any kind is possible on the latest model electric typewriter manufactured by Remington Rand Corp., New York 10, N. Y. This new machine offers a wide selection of type styles to suit any preference as well as many colored ribbons to harmonize with letter heads. Other improved features are: a simplified margin setting device, an electrically operated fabric ribbon rewind, a new silent motor, and an easily removed platen. Uniformity of impression is automatic, regardless of typist's touch.

(For Further Details Circle Index Code 0155)

## MUSIC ROOM CHAIR

A folding chair designed specifically for use in music rooms has been developed by Clarin Manufacturing Co., Chicago 44, Ill. The chair has a folding tablet arm which may be erected for choral classwork or collapsed for band practice work. This double-purpose chair makes it possible to put a band room to use



Collapsible Arm

around the clock. Over-all construction of the chair is such that it makes it extremely difficult for students to slouch. The seat height is 18 in. above the floor while the seat and back are at a 100° angle to each other. The seat is pitched only  $\frac{1}{2}$  in. from front to back, and when up, the tablet arm provides a writing surface at a scientifically determined height.

(For Further Details Circle Index Code 0156)

(Concluded on page 100)

## *How to wash a window this clean in 23 seconds*

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**WIPE**



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Holcomb *Window Cleaner Concentrate* does the work—not you. It takes only half as long as ordinary washing.

This quick cleaner cuts greasy deposits on contact, instantly loosens and dissolves sticky soot and dirt. You merely wipe lightly. The glass dries before your eyes . . . clear and clean. Holcomb *Window Cleaner* leaves no powdery dust, no oily film to catch fresh dirt.

Just one more thing. Holcomb *Window Cleaner* is packed double strength to save you money. Just add an equal portion of water. Then say goodbye to window dirt.

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## News of Products...

(Concluded from page 98)

### NEW TRANSIT-TYPE BUSES

The White Motor Co., Cleveland 1, Ohio, recently introduced two new series of chassis engineered especially for school bus application. They are 218 and 226 inch wheel-base chassis for transit-type bus uses, each in two different power sizes. The White Mustang Engine Model 250A develops 145 horsepower and for hilly terrain, where additional power is required, the Model 390A White Mustang Engine that develops 200 horsepower is available.



Mechanically Improved

The conventional 2000B chassis line is also available with a wide variety of chassis and unit options. It can be obtained with a range of White Mustang Engine Sizes, starting with the Model 116A, 110 horsepower and running up to the Model 250A, 145 horsepower engine, and in a range of sizes accommodating 48, 54, 60, and 66 pupils. Wheelbase sizes are 196, 227, 246, and 264 inches.

(For Further Details Circle Index Code 0157)

### UPHOLSTERED STACKING CHAIR

A lightweight, easy to stack upholstered, tubular-steel frame chair has been introduced by the Royal Metal Manufacturing Co., Chicago, Ill. Outstanding features of the chair are its flex-spring, contour-shaped back and seat, and its smart, curved, thickly upholstered arm rests. Its 13 1/4-in. square tubular steel frame is finished in satin-chrome which may easily be cleaned with a few strokes of a damp cloth. The upholstery is made of a durable, easily maintained plastic fabric available in a choice of 37 decorator colors. The over-all dimensions of the chair are: 17 3/4 in. wide by 20 3/4 in. deep.

(For Further Details Circle Index Code 0158)

### CATALOGS & BOOKLETS

Three excellent publications containing valuable material for Home Economics Department Heads are available from the National Electrical Manufacturers Association. The first, entitled, "Planning the Modern Home Economics Department" is a booklet of original and copied blueprints which serve as a helpful guide in planning a department. The other two are very complete teaching aid kits designed for the study of home freezing and the electric range. Single copies of each publication will be sent free to home economics department heads.

(For Further Details Circle Index Code 0159)

"How To Make Homework Lighter" is the title of an 8-page booklet on lighting for home study prepared by the Better Light, Better Sight Bureau. Contained in the booklet is a discussion of the common errors in selection and placement of lamps and practical suggestions for improving the conditions. Free copies of the booklet are available.

(For Further Details Circle Index Code 0160)

Sixty Conn band instruments and the story of their manufacture are described in the 1956 catalog issued by C. G. Conn Ltd., Elkhart, Ind. Copies will be sent to band directors and instrumental teachers free of charge.

(For Further Details Circle Index Code 0161)

Sectional cafeteria counters, their component parts and how they can be assembled to meet various needs are described in a 16-page catalog recently issued by Southern Equipment Co., St. Louis 16, Mo. Copies of the catalog may be obtained on request.

(For Further Details Circle Index Code 0162)

A large selection of radio, television, and electronic parts and equipment for use in schools, classrooms, laboratories, and shops are featured in the 1957 catalog recently released by Allied Radio Corporation, Chicago, Ill. Over 27,000 items are listed in the catalog which is available free of charge.

(For Further Details Circle Index Code 0163)

### MANUFACTURERS' NEWS

Wayne Works, Inc., Richmond, Ind., school bus manufacturers, recently announced plans to merge with Divco Corp., Detroit, manufacturers of milk trucks and other types of door-to-door delivery vehicles. Under the merger each company will retain its identity and personnel.

Famco, Inc., glass subsidiary of American Air Filter Co., Inc., has announced plans to construct a 60,000 square foot expansion of its Louisville, Ky., plant.

The Trane Co., La Crosse, Wis., has earned an "excellent management" rating in a continent-wide analysis conducted by the American Institute of Management. As a result, Trane is included in the AIM's 1956 "Manual of Excellent Management" now being distributed.



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- **MODERN DESIGN**
- **ECONOMICAL** ALL STEEL CONSTRUCTION



**SEMCO SALES**

PINELLAS INT. AIRPORT  
ST. PETERSBURG, FLORIDA

## EDUCATION DEPARTMENT MANAGER

Illinois State Chamber of Commerce, state-wide organization effectively serving Illinois business for past 38 years, seeks services of man 32-45 to head staff division. Activities embrace research to develop constructive recommendations and action on state wide problems relating to financing of education; school building needs; teacher recruitment; and general school legislation. Position requires good education; background of experience in school administration or related work would be helpful though not essential; understanding of school financing; good personality; at least fair speaking and writing ability; ability to work with both educators and businessmen. Attractive starting salary with good future opportunity; liberal retirement plan. Write O. F. Lyman, executive vice president, 20 North Wacker Drive, Chicago 6, details concerning personal history, education, experience, salary. Enclose photo.



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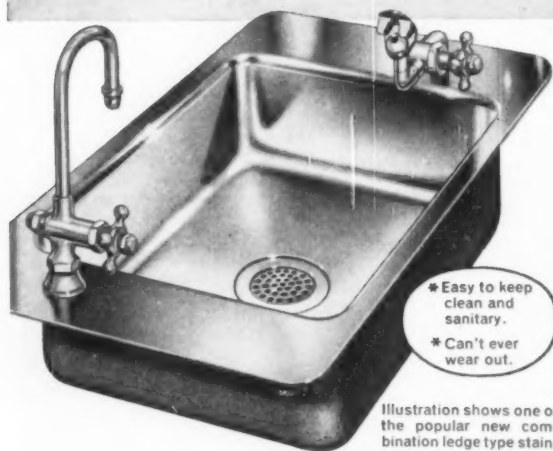
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ments, write to: R. C. Riedinger, General  
Coal Traffic Manager, Chesapeake  
& Ohio Railway Company, Terminal  
Tower, Cleveland 1, Ohio.



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*Announcing*  
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**Stainless Steel**  
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*for the Modern School!*



- \* Easy to keep clean and sanitary.
- \* Can't ever wear out.

Illustration shows one of the popular new combination ledge type stainless steel sink and drinking fountain bowls.

Above we show one of several new Carlton Stainless Steel Sink designs that are proving to be so popular in new schools all over the country. The combination sink and drinking fountain has a multi-purpose value. Useful for many classroom experiments and demonstrations, it also helps to eliminate student absences during classes . . . Made in both #18 and #20 gauge chrome-nickel stainless steel. Seamless stamping assures easy cleaning and perfect sanitation. All models have sound-deadening undercoating and Carlton's exclusive sparkle finish. Faucet and bubbler drillings will be located to meet your specifications . . . A Carlton Stainless Steel Sink can never wear out, cannot rust, peel or crack. Write today for our New Illustrated Catalog No. 118, and name of our nearest distributor . . . CARROLLTON MFG. CO., (Sink Division) Carrollton, Ohio.

**CARLTON**  
**STAINLESS STEEL**  
**SINKS**

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OF LAUNDRY

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# READER'S SERVICE SECTION

## INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisers and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.	Page No.	Code No.	Page No.	Code No.	Page No.
101	Aetna Life Affiliated Companies ... 87	1017	Ditto, Incorporated ... 95	1026	Holcomb Mfg. Co., J. I. ... 99
	Train more student drivers with Drivatrain. Use coupon on p. 87 for report.		Liquid type school duplicators. Use coupon, page 95.		Scientific cleaning materials.
102	All-Steel Equipment, Inc. ... 77	1018	Fenestra Incorporated ... 64 & 65	1027	Holcomb & Hoke Mfg. Co. ... 83
	Steel furniture and lockers		Metal building panels. For information use coupon, page 65.		FolDoor. For details use coupon, page 83.
103	American Bitumuls & Asphalt Co. ... 78	1019	Fenestra Incorporated ... ins. bet. 18 & 23	1028	Horn Brothers Div. Brunswick-Balke-Collender Co. ... 71
	Asphalts, cutbacks and bitumuls.		Announcing new window.		Folding gym seating.
104	American Crayon Company ... 85	1020	Flynn Mfg. Co., Michael ... 4	1029	Hunt Pen Co., C. Howard ... 97
	Crayonex crayons. Write for literature.		Metal windows and curtain walls.		Pencil sharpeners.
105	American Desk Mfg. Co. ... 61	1021	Goodyear Tire & Rubber Co. ... 18	1030	Hussey Mfg. Company ... 86
	School furniture.		3-T cord tires.		Portable grandstand and roll-out gym seats.
106	American Playground Device Co. ... 92	1022	Griggs Equipment, Inc. ... 82	1031	Illinois State Chamber of Commerce ... 100
	Playground, swimming pool, and dressing room equipment.		School seating.		Position open.
107	American Seating Company ... 24	1023	Grolier Society, Inc. ... 80	1032	International Business Machines Corp. ... 79
	School seating.		Book of Knowledge.		Electric typewriters.
108	Beckley-Cardy Company ... 94	1024	Heywood-Wakefield Co. ... 90	1033	Johnson Service Company ... 1
	Sterling desks. Write for description and sample.		Tubular steel furniture.		Dual temperature control.
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1014	Chesapeake and Ohio Railway ... 101				
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### THE AMERICAN SCHOOL BOARD JOURNAL

400 North Broadway, Milwaukee 1, Wis.

October, 1956

Please ask the manufacturers, whose code numbers I have encircled, to send me free information, catalogs or product literature as mentioned in this issue of the JOURNAL.

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Also information on \_\_\_\_\_

Name \_\_\_\_\_

Please Print

Title \_\_\_\_\_

School \_\_\_\_\_

City \_\_\_\_\_

Zone \_\_\_\_\_

State \_\_\_\_\_



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### For Your Product Information Request

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip, and mail the "postage paid" card. Your request will receive prompt attention. BRUCE—MILWAUKEE.

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**THE AMERICAN SCHOOL BOARD JOURNAL**

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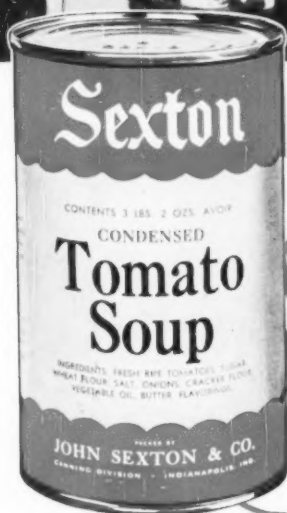
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Silt-line with Storage Cabinets



The Nesbitt Thermovent



The Nesbitt Syncrotizer



Nesbitt Wind-a-line Radiation



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established past record of the unit ventilator manufacturer.

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